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ABSTRACT

Progress made during 1984-85 in the implementation of a student transfer desegregation plan in St. Louis, Missouri, and surrounding counties, is described and evaluated in this report. Focus is on the activities of the two bodies which assumed responsibility for administering the plan, the Voluntary Interdistrict Coordinating Council (VICC) and the Magnet Review Committee (MRC). Following Section 1, an introduction, Section 2 describes various components of the implementation process. These components include the organization of the VICC, the VICC subcommittees, recruitment, enrollment, transportation, finances, staff exchanges, staff development activities, part-time activities, the activities of the MRC, the role of VICC staff working with school districts, data management activities, and research results. Section 3 provides information on student placement, including an analysis of the data on student attendance, retentions, promotions, suspensions, withdrawals, non-public school participation, and special educational services. Finally, Section 4 outlines issues and concerns to be addressed. Five appendices contain information and materials related to VICC membership and subcommittees, recruitment and publicity, the teacher exchange-transfer programs, part-time integrative programs, and procedures to assist students who wish to withdraw from the interdistrict transfer program. (KH)

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**VOLUNTARY INTERDISTRICT
COORDINATING COUNCIL
for the
SETTLEMENT AGREEMENT**

**Second Report to the Federal District Court
Eastern District of Missouri
July 31, 1985**

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**Submitted by
Dr. James A. DeClue, Chairman and
Dr. Susan Uchitelle, Executive Director**

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HIGHLIGHTS OF THE SECOND YEAR

Implementation of the second year of the Settlement Agreement from the perspective of the responsibilities of the Voluntary Interdistrict Coordinating Council (VICC) has continued well in the areas of:

- City-to-county student transfers
- Staff development
- Efforts to encourage teacher exchanges and transfers
- Parent involvement
- Staff involvement with schools and students
- Data management.

Improvements in other areas of VICC responsibility are still needed, such as:

- County-to-city student transfers
- Increasing the number of teacher exchanges/transfers
- Improvement in transportation services

Extensive recruitment activities were designed to inform parents and students of additional school opportunities. These included:

- Mailings to homes of city and county students
(brochure and follow-up flyers)
- Bus posters
- Wall posters
- Advertisements in county journals
- Press releases
- Newspaper stories
- Extensive radio announcements on student school choices targeted for all students living in the city and the suburbs

At the end of the second year of the Settlement Agreement there were 447 county students attending city schools and 4,870 city students transferring to county schools (April, 1985).

While these numbers are growing, for future years it is still desirable to increase the number of students transferring from the county into city schools.

Again this year, city parents and their children were given the opportunity to visit the schools of their choice prior to official enrollment. Some county school districts accepting students continued to request that parents come to orientation meetings with their children so that they would be familiar with their schools prior to school openings. If parents did not have transportation to school districts for these orientation meetings the VICC assisted with transportation arrangements. Once children were officially enrolled, parents were then encouraged to become involved in their new schools and to participate in all school activities.

The involvement of students, parents, teachers and administrators throughout the metropolitan area in this program is increasing. As the numbers of interdistrict transfers increase, participation in different components of the Settlement Agreement grows. There are additional requests for student involvement in part-time programs, increased interest in staff exchanges/transfers, greater participation in a broad spectrum of staff development activities, increased efforts to meet student needs and growing involvement in magnet schools.

The range of part-time program opportunities continues to be broad both in number and scope. Again this year, programs available for participation included:

- Consumer Education
- Honors Art
- St. Louis Leadership Program
- Career Education
- Pairing and Sharing
- School Partnership
- Springboard to Learning
- English as a Second Language

The number of students involved in these programs this year was 64,582, as compared with 39,751 last year.

The VICC continued to develop and streamline operating procedures designed to cover the various phases of the implementation process. VICC members this year worked extremely hard to encourage staff development activities, staff exchanges/transfers and successful school experiences for students, and to oversee an efficient transportation system for the transfer of students.

The Magnet Review Committee (MRC) evaluated 12 city magnet schools, and approved proposals for the expansion of three magnet programs in the city and one in the Kirkwood School District for next year. The MRC also approved proposals for four new, replicated or expanded magnets for the 1986-87 school year.

The data collected by the VICC after the second year of operation show that transfer students continue to be an integral part of their new schools. There was an increase in the number and percentage of transfer students participating in extracurricular activities. Among the number of students who responded to a VICC survey, 54 percent reported participation, compared to 46 percent last year. There has also been an increase in the number of transfer students participating in three or more extracurricular activities. This year, 34 percent of the responding students indicated participation in three or more such activities, compared to 27 percent last year.

In the area of special education, eight percent (375 students) of the students transferring city to county were referred for evaluation. Of that number 274 were evaluated; 241 received services this year. Among county-to-city transfer students seven percent (32 students) received special education services in the St. Louis Public Schools.

Of all of the students enrolled in the interdistrict transfer program, 91 percent had no major disciplinary problems, while nine percent received some kind of suspension.

In the area of promotions and retentions, 88 percent of the transfer students were promoted (2 percent less than last year), and 12 percent were retained. Retentions were primarily at the

high school level where students were lacking sufficient credits to be promoted to the next grade. The withdrawal rate for all students was ten percent. This rate was higher for students transferring from the county to the city schools than for those transferring from the city to the county schools (see Table 11).

The attendance rate was commendable and stayed high; 87 percent of the transfer students attended approximately 146 days (out of 175 days), or 83 percent of the time. All of these data are provided in greater detail in Section IV of this report. Of the city-to-county transfer students, 9.4 percent came from non-public schools; 8.7 percent of county-to-city transfer students came from the non-public sector. The rest of the students participating in the interdistrict transfer program came from the public school sector.

For the 1985-86 school year there will be at least seven teacher transfers, six from St. Louis Public Schools going into county schools and one from St. Louis County going into the St. Louis Public Schools.

The metropolitan area seems to have accepted the Settlement Agreement and is working cooperatively to implement its goals. The body of this report will attest to this implementation process.

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SECTION I

INTRODUCTION

On July 5, 1983, the Honorable William L. Hungate, United States District Judge, filed Order H(2503)83 which directed the implementation of the Settlement Agreement (hereinafter referred to as the Agreement). The decree stated that the plan proposed by the Agreement was fair, adequate, reasonable and constitutionally permissible. The Agreement was ordered to go into effect commencing with the 1983-84 school year. The Voluntary Interdistrict Coordinating Council (VICC) and the Magnet Review Committee (MRC) were established, and the VICC assumed the administrative responsibility for the implementation of the Agreement.

This report addresses those issues for which the VICC and the MRC are responsible according to the Agreement. It does not address the quality of education component of the Agreement, the individual calculations of the plan ratio for each school district, actual implementation of new magnet schools or programs (just approval thereof), nor staff hiring within school districts to meet staff ratios.

The establishment and purpose of the VICC as set out in the Agreement (Section IX.A.2., page 1) "is to coordinate and administer the student transfer and voluntary teacher exchange provisions of the settlement agreement." The Agreement (Section IX.J.h, page 6) also directs that the VICC shall report at least annually to the Court and the parties the steps taken to implement the Agreement. This report addresses those components of the Agreement set forth in Section IX.J. Powers, pages 5-7, and reviews issues to be addressed related to the full implementation of the Agreement.

Since the Agreement was ordered, many significant activities have occurred. Twenty-four school districts have participated in the implementation of the Agreement for two years. Minority students from St. Louis City schools attended 16 county school districts this year, the number accepting black inter-district transfer students. (The other seven county school districts were not accepting black transfer students because they already have a black student population of 25 percent or more of their total student population). Those districts accepting minority transfer students are: Affton, Bayless, Brentwood, Clayton, Hancock Place, Hazelwood, Kirkwood, Ladue, Lindbergh, Mehlville, Parkway, Pattonville, Ritenour, Rockwood, Valley Park, and Webster Groves. Brentwood and Webster Groves have received final judgment, with the obligation to maintain their current levels, and are accepting student transfers that will help them maintain those levels.

Those county districts with a black enrollment of 25 percent or more and thus are not accepting black transfer students are: Ferguson-Florissant, Jennings, Maplewood-Richmond Heights, Normandy, Riverview Gardens, University City, and Wellston.

As one reads through this report, the tremendous involvement of so many to make this program work successfully will become apparent. Attitudes among participants are improving, and students are integrating more fully into the programs which they are involved.

Section II of this report describes the various components of the implementation process. These components include the organization of the VICC, the VICC subcommittees, recruitment, enrollment, transportation, finances, staff exchanges, staff development activities, part-time activities, the activities of the Magnet Review Committee, the role of VICC staff working with school districts, data activities, and research results.

Section III provides information on student placement, including an analysis of the data on student attendance, retention, promotion, suspension, withdrawal, non-public school participation and special educational services.

Section IV concludes the report with issues to be addressed. An appendix follows the conclusions.

The assistance and cooperation of the VICC staff in writing, typing, editing and compiling this report was vital to its completion and is greatly appreciated.

Phylis Dodge was instrumental in capturing the essence of all publicity efforts engaged in for recruitment activities. She also coordinated the documentation of information for all part-time programs and activities and assisted with the graphics for this report. Earline Butler documented information on all staff development activities and coordinated with Mrs. Dodge the documentation of VICC staff involvement with district staffs, students and parents.

Michael Erbschloe was responsible for setting up and managing the data system and for producing all data reports used in this report as well as for the public record throughout the year. His assistance in the data analysis for this report and all other VICC reports was invaluable. Carole Best was instrumental in compiling the extensive data needed for this report.

Unending thanks and appreciation to all other VICC and MRC staff---Jean Baker, Angela Washington, Rosemary Smith, Brenda Cutts, Doriann Houston, Tracy Libros, Judy Katz, Joyce Gang, and Patricia Reed. The VICC expresses its gratitude to Eugene Uram, Director of the St. Louis Recruitment and Counseling Center, and to his staff members, who assisted in recruiting students for this program and working with parents.

The efforts of the Public Affairs Division of the St. Louis Public Schools was instrumental in carrying out many of the publicity efforts. A special thanks to Marge Polcyn and Peggy Magee, whose media activities were most valuable.

All VICC staff members have endeavored to implement the Agreement. Without their efforts the VICC would not be able to accommodate the needs of all parties to the extent that it has. And, of course, unending thanks to staff members in all school districts, whose efforts are greatly appreciated. Without their cooperation, persistence and commitment not as much would have been accomplished this year.

It is with pleasure that the VICC submits this report to the United States Federal District Court after two full years of implementation of the Agreement.

Susan Uchitelle

SECTION II

IMPLEMENTATION OF THE SETTLEMENT AGREEMENT

ORGANIZATION OF THE VICC

The Agreement states that the VICC membership shall consist of the following voting members: one person from each school district; one person each from the NAACP and Liddell Plaintiffs; and one person from the State Department of Elementary and Secondary Education. Alternates for each of these representatives were assigned by the schools districts and parties to the Agreement (Section IX.B. Membership, pages 1 and 2). The Executive Director of the VICC is an ex officio member of the VICC without vote (Section IX.G. Staff, page 3). Appendix A (pages 1 and 2) lists the VICC members and alternates for 1984-85.

VICC SUBCOMMITTEES

The VICC established four subcommittees to assist in the implementation of the various aspects of the Agreement. These subcommittees are: the Policies and Procedures Subcommittee, the Staff Development Subcommittee, the Staff Exchange/Transfer Subcommittee, and the Transportation Subcommittee. The Agreement established the Magnet Review Committee (MRC) as a standing committee of the VICC. Each subcommittee and the MRC consisted of VICC members (or designated alternates) and each was chaired by an appointed VICC member (Appendix A, page 3).

The Policies and Procedures Subcommittee drafted all procedures to be presented to the VICC for consideration. The procedures consist of guidelines for implementation of the Agreement, student recruitment and enrollment, and effective operations of the VICC.

The Staff Development Subcommittee used guidelines for approval of funds for staff development activity requests. All requests were received, reviewed, and approved by the Staff Development Subcommittee. This subcommittee was very active as it worked with all school districts to encourage staff development projects and school district participation in such projects. By the end of the school year, almost all available funds had been used for a variety of inservice activities. The "Staff Development" section summarizes the various activities that took place during the year.

The Staff Exchange/Transfer Subcommittee worked extremely hard to develop procedures for implementing the staff exchange/transfer program and to encourage staff participation in both exchanges and transfers. Applications started coming into the VICC office in January, 1985. At the time this report was being written, districts were still interviewing and placing interested candidates. This aspect of the Agreement needs continued emphasis from all school districts before progress will be made toward any significant number of teacher exchanges/transfers.

The Transportation Subcommittee worked closely with the State to help implement an effective and safe transportation system. After a rough start again this fall and winter, transportation of students has improved. The State has purchased a new computer system and has contracted with a nationally recognized consulting firm in the area of school transportation (Edulog) to redesign all of its transportation procedures. Although some positive steps were taken this school year, transportation concerns still remain to be addressed. These concerns will be discussed in the "Transportation" section of this report.

RECRUITMENT AND PUBLICITY

Recruitment is an ongoing and major activity of the VICC. Every effort was made in a number of different ways to inform parents and students in the St. Louis metropolitan area of their school choice options in both the city and the county schools.

New School Choices

The VICC disseminated a brochure entitled "New School Choices." This brochure was developed under the able direction of the public relations staff of the Rockwood School District. In early January the "New School Choices" brochure, (which included four copies of the "VICC Application for Transfer to a County School") was mailed to the home of every black student attending St. Louis Public Schools. The brochure also had a section entitled "Answers to Your Questions Regarding Voluntary Interdistrict Transfers." This section highlighted the most frequently asked questions about student transfers and provided answers to those questions. Parents reported that this section was helpful to them (Appendix B, pages 4-9).

Responses from parents and students were excellent. During the week immediately following the mailing, applications were received at the VICC office in large numbers, and calls for additional applications and information were received. Some parents preferred to personally return their applications instead of mailing them back.

Six weeks later, a one-page follow-up leaflet entitled "Have You Made Your New School Choice for Next Year? Do It Now!!" was mailed to the homes of black students attending St. Louis Public Schools. This mailing targeted students who would be entering grades one through nine, since the VICC had already received sufficient applications to fill available high school slots. Responses to this mailing were just as encouraging as the first mailing (Appendix B, page 10). A third

mailing ("Why Should You Transfer?") was mailed April 30 (Appendix B, pages 11-16) as the final follow-up.

Magnet School Choices

The brochure "The Right Choice," (which included an application for transfer to a magnet school) designed by the Public Relations Division, St. Louis Public Schools, was mailed during the last week in February to the home of every white student attending a predominantly white public school in St. Louis County (Appendix B, pages 17-24). This mailing generated a good response from county families. In addition, a reminder flyer on "The Right Choice" was distributed in late May to these same students through each school district which handed the flyers to students to take home (Appendix B, pages 25 and 26).

Publicity

To further publicize the voluntary plan, posters entitled, "YOU HAVE A CHOICE...Attend a St. Louis County School" and "THE RIGHT CHOICE, St. Louis Magnet Schools" were redesigned and then placed in all city and county schools to draw additional attention to the opportunities to transfer to schools of their choice.

The "YOU HAVE A CHOICE...Attend a St. Louis County School" poster also appeared inside buses in north St. Louis during February and March.

Radio Announcements

Radio announcements ran for three weeks on Station MAJIC 108. The announcement for applications to county schools was as follows:

ANNOUNCER: School choices. You may have more of them than you think for your child. Many city parents are eligible to enroll their children in St. Louis County Schools. Two parents who take advantage of this opportunity comment on the benefits:

MALE PARENT: I feel very positive about my son's county school. He'll be able to take subjects like computers and foreign language sooner than kids the same age who don't go there. I can see on a daily basis that he's learning.

FEMALE PARENT: The county school my children attend gives them a sense of community. Academically, it's highly regarded. I wanted them to be exposed to youngsters of different races and religions. They've become more well-rounded as a result. They're happy!

ANNOUNCER: County schools. They may be in your child's best interest. Call 432-0079. That's 432-0079.

The KY98 announcement for applications to city magnet schools which ran for 13 weeks was as follows:

ANNOUNCER: Do you have a dream for your child's future? Perhaps a scientist, artist, military officer, journalist? Or that they receive a good basic education? Listen to what some parents of St. Louis magnet school students say:

MALE PARENT: My daughter has been enrolled in Mason Investigative Learning Center since sixth grade. It's been the best pupil teacher experience that she could have had. The school seems to be geared toward the children, teaching leadership, self-confidence, capitalizing on the child's best abilities.

FEMALE PARENT: When our family moved to Webster Groves, we decided to leave three of our children in the magnet schools because they are unique. We feel that the learning style at Metro - a college prep school - has challenged our boys. They like the self-discipline and responsibility needed to succeed at the school.

ANNOUNCER: Help your child make the right choice by calling the Recruitment and Counseling Center at 771-4500. That's 771-4500. St. Louis Magnet Schools ...The Right Choice!



Other public service announcements were sent to radio stations regarding magnet schools and the voluntary interdistrict transfer plan.

Peggy Magee from the Public Affairs Division of St. Louis Public Schools was primarily responsible for developing these radio announcements.

Advertisements and Information Dissemination

This year there were a number of printed advertisements placed in weekly papers for magnet schools along with several articles written by Peggy Magee that were published in the county journals and city local papers (see Appendix B, pages 27-32). St. Louis also sent out news releases throughout the year announcing open houses in magnet schools and other events of special interest.

In addition, the St. Louis Public Schools prepared two slide presentations, one on magnet schools and the other on the schools participating in the city to county student transfer component of the Agreement. Both slide presentations were used extensively by the recruitment and counseling staffs of the VICC and the St. Louis Public Schools.

The VICC's cost for all recruitment/publicity was \$29,900.51. St. Louis' cost for interdistrict recruitment/publicity was \$26,502.00. The VICC's amount includes advertising of city magnet schools and the interdistrict transfer plan via recruitment brochures, bus posters, reminder brochures, radio spots, flyers and applications, wall posters, and flyers for the Kirkwood magnet school. The itemized breakdown of the recruitment/publicity costs for the 1984-85 school year is as follows:

**VICC Recruitment/Publicity for
St. Louis Magnet Schools**

	<u>Cost</u>
"The Basics and More" Flyers	\$ 1,039.90
Newspaper Advertisements for Magnet Schools	2,500.78
"The Right Choice" Brochures	11,225.96
Magnet School Slide Tapes	92.00
"The Right Choice" Flyers	<u>1,100.00</u>
Subtotal	\$16,008.64

**VICC Recruitment/Publicity for
City-to-County Transfer**

	<u>Cost</u>
"New School Choices" Brochures	\$ 5,993.75
Bus Posters	2,003.00
Reminder Brochures ("New School Choices")	1,120.00
Radio Spots	1,876.50
"Why Should You Transfer?" Flyers/Applications	1,658.50
"You Have a Choice" Posters	705.52
Kirkwood Magnet School Flyers	<u>534.60</u>
Subtotal	\$13,891.97

TOTAL VICC COST: \$29,900.51

St. Louis' itemized breakdown of costs for recruitment/publicity for interdistrict transfer to city magnet schools is below. (This information was obtained from the Division of Public Affairs, St. Louis Public Schools.) St. Louis' amount includes: flyers, newspaper advertisements, brochures, and magnet school slide tapes.

**St. Louis Recruitment/Publicity for
St. Louis Magnet Schools**

	<u>Cost</u>
Contracted Services	\$11,720.00
Typesetting and Mailing	\$4,000.00
Photography, Slide Shows	4,600.00
Graphic Art	<u>3,120.00</u>
Printing	6,000.00
Advertising	8,082.00
Projector (Slide/Tape Programmer)	<u>700.00</u>
TOTAL ST. LOUIS COST:	\$26,502.00

Newsletter and Current Facts

The VICC newsletter, **THE VOLUNTEER**, was published three times (fall, winter, and spring) during the 1984-85 school year. Each issue featured both magnet school programs and activities in the county school districts which involved voluntary inter-district transfer students.

The newsletter was sent to every public school in St. Louis County, St. Louis City magnet schools, legislators, superintendents, school boards, business and cultural institution leaders, health and human service agencies, part-time program directors, supervisors and coordinators, counsel of record, and others. The regular mailing list was expanded to approximately 450. In addition, the 1985 winter issue was used as a vehicle to highlight the staff exchange/transfer component of the Agreement, and copies were sent to all teachers in both city and county schools. A copy of the winter edition of the newsletter is in Appendix C, pages 33-36.

Answers to Your Questions Regarding Voluntary Interdistrict Transfers

In an effort to clarify the Agreement for parents and other interested persons, a 14-page booklet, **"Answers to Your Questions Regarding Voluntary Interdistrict Transfers,"** was prepared by the VICC staff during the early part of the 1984-85 school year. The contents of this booklet were also enclosed in the "New School Choices" brochure.

The booklet was distributed to all VICC representatives, school district contact persons, and city and county schools. Distribution activities included several VICC sponsored functions, i.e., the workshops for nurses, secretaries, counselors and social workers; the Information Exchange; meetings of the Parent Advisory Committee and the School/Parent/Community Communications and Involvement (SPCCI) of the St. Louis Public

Schools. More opportunities for distribution were found at recruitment meetings and activities with school staff throughout the year.

Additional Recruitment Efforts by County School Districts

The **Bayless School District** sent home letters with transfer students encouraging them to inform their neighbors about the school district. Bayless also sent literature to community centers in north St. Louis.

The **Parkway School District** also adopted the Rockwood recruitment strategy outlined below to encourage additional transfers to Parkway.

In late spring, the **Rockwood School District** supported VICC recruitment efforts with the following activities:

1. Fifty copies or more of the Rockwood Recruitment Brochure (which included a VICC transfer application) were mailed April 16, 1985, to 166 predominantly black churches in St. Louis. The church pastors were asked to distribute the brochures to their members.
2. Fifty or more copies of the Rockwood Recruitment Brochures were placed during April in ten different St. Louis Recreational and Community Centers.
3. A copy of the Rockwood Recruitment Brochure was sent home during May with each currently enrolled voluntary interdistrict transfer student at the elementary and junior high level. These students were asked to give the brochure to a friend interested in transferring to Rockwood.
4. The Rockwood social worker, Cheryl Thomas, used her home visits to currently enrolled transfer students as a recruitment vehicle by leaving Rockwood brochures for friends and relatives.

ENROLLMENTS

Enrollments of interdistrict transfer students increased for the 1984-85 school year grew in those city and county schools which accepted transfer students. It is important to note that student enrollments fluctuated as students changed their place or city of residence, or moved within a district or between districts. Thus, the enrollment data used throughout this report reflects enrollments as of spring 1985.

The number of white students who transferred from predominantly white county schools to city schools was 447. The number of black students who transferred into predominantly white county schools from St. Louis this year was 4,870.

Again this year, there were more applications for city-to-county transfers than could be placed because of the target enrollments submitted by county districts to the VICC. There were 4,500 interdistrict applications for county schools. The following tables provide detailed enrollment statistics.

Table 1 shows the number of students from St. Louis County school districts who attended St. Louis Public Schools. Information for this table was compiled from data at the VICC office as of April, 1985.

Table 2 shows a detailed account of the transfer student enrollment at city magnet schools. This information was received from the St. Louis Recruitment and Counseling Center, November, 1984, for use by the Magnet Review Committee.

Table 3 shows the number and grade levels of transfer students enrolled in county schools from the city.

Table 4 shows the target enrollments and interdistrict transfers for county school districts through the 1984-85 school year. The table also indicates the number in attendance as of April, 1985.

Table 5 shows projected enrollments of transfer students to county school districts for 1985-86. This table also shows how

many applications had been sent to each district by July 3, 1985.

Table 6 shows the number of applications received by the St. Louis Recruitment and Counseling Center from county students interested in attending city magnets for the 1985-86 school year. The numbers of students applying for each school represent the first choices indicated on the applications. As of late June, a total of 312 new applications to St. Louis magnet schools from white county students are on file.

Applications for city magnet schools will continue to be received and acted on by the St. Louis Recruitment and Counseling Center throughout the summer, with students accepted into these magnet schools until August 1 for placement the first day of school. Students may apply and be placed through the third week of the school term in the fall. Students who apply after that time will be held on a waiting list and will be admitted at the beginning of the second semester (as space permits) so as not to create disruptions in the students' education.

Final enrollment figures including withdrawals will not be available until next fall when all school districts report enrollments of interdistrict transfer students. As was done this year, the VICC will submit to the Court final enrollment information for 1985-86 in the fall.

Applications from Phase II and Phase III special education students who are eligible to transfer are also being processed for the 1985-86 school year. Court Order H(3609)84, filed January 30, 1985, approved the Implementation Plan H(2644)83 for special education students who wish to participate in the interdistrict transfer program. The St. Louis Public Schools, Special School District, and VICC have been working together to send out brochures to inform and recruit Phase II and Phase III students; to establish the application process; to place interested applicants for fall; and to implement procedures to meet the goals of the special education plan. The VICC's

1985-86 annual report will provide a more detailed report on this component of the Special Education Plan.

At the time of this report, the Special School District and the Division of Special Education in the St. Louis schools were reviewing 259 applications for placement for students in self-contained special education settings.

TABLE 1

COUNTY TRANSFERS TO CITY SCHOOLS (1984-85)*

<u>District</u>	<u>Totals</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Aftton	15	0	0	1	1	0	0	1	0	1	4	3	2	2
Bayless	9	0	0	0	0	0	1	4	1	0	0	2	1	0
Brentwood	8	0	0	1	1	0	1	0	1	0	2	1	0	1
Clayton	6	0	0	0	0	0	0	0	0	1	1	2	2	0
Ferguson-Florissant	32	1	2	0	1	1	2	2	5	1	7	5	1	4
Hancock Place	23	0	0	4	1	1	3	2	3	1	3	2	2	1
Hazelwood	29	1	1	2	0	1	0	1	4	4	3	6	2	4
Jennings	1	0	0	0	0	0	0	0	0	0	0	1	0	0
Kirkwood	18	1	2	0	1	0	1	1	2	0	3	3	1	3
Ladue	5	0	0	0	0	1	0	0	1	0	2	0	1	0
Lindbergh	14	3	0	1	1	0	0	1	2	1	0	0	3	2
Maplewood-Rich. Hgts.	85	4	5	6	5	3	7	4	8	11	11	10	6	5
Mehlville	35	0	1	0	3	1	2	4	3	7	3	4	6	1
Normandy	2	0	0	0	0	0	0	0	2	0	0	0	0	0
Parkway	37	1	0	3	2	1	3	2	3	1	3	4	4	10
Pattonville	19	1	1	0	2	4	2	0	0	2	2	1	4	0
Ritenour	27	1	1	1	1	2	1	2	3	3	4	4	1	3
Riverview Gardens	29	4	0	2	4	2	2	2	3	1	4	2	1	2
Rockwood	17	0	0	1	0	0	0	1	2	4	3	2	2	2
Valley Park	8	0	1	1	0	1	0	0	1	2	1	1	0	0
Webster Groves	28	0	5	3	2	1	1	0	1	0	2	4	5	4
GRAND TOTALS	447	17	19	26	25	19	26	27	45	40	58	57	44	44

*These figures indicate all students enrolled as of April, 1985.

TABLE 2

ST. LOUIS MAGNET SCHOOL ENROLLMENT DATA (1984-85)

	Black City	City	White County	Total	% of White From County	Total	Target	% of Target
High Schools								
Business Management Center	61	32	1	33	3.1	94	250	37.6
Health Careers	69	49	5	54	9.3	123	200	61.5
Math & Science	259	165	30	195	18.2	454	500	90.8
Metro	113	75	9	84	10.7	197	240	82.1
NJROTC (Cleveland)	275	216	45	261	17.2	536	555	96.6
Visual & Performing Arts (Central)	378	205	95	300	31.7	678	850	79.8
High School Specialty Programs								
Foreign Language Experience (Roosevelt)	135	120	2	122	1.6	257	300	85.7
Mass Media (McKinley)	75	45	4	49	8.2	124	200	62.0
Senior Classical Academy (Soldan)	87	57	1	58	1.7	145	180	80.6
Middle Schools								
Academic & Athletic Academy (Hamilton)	99	64	8	72	11.1	171	180	95.0
Investigative Learning (Mason)	162	135	18	53	11.8	315	330	95.5
Military Middle (Pruitt)	148	118	31	149	20.8	297	390	76.2
Visual & Performing Arts II (Humboldt)	183	140	6	146	4.1	329	330	99.7
Visual & Performing Arts I (Marquette)	172	114	33	1.7	22.5	319	330	96.7
Elementary Schools								
Academy of Basic Instruction (Lyon)	111	107	8	115	7.0	272	248	109.7
Academy of Basic Instruction (Hallingrodt)	129	131	3	134	2.2	285	304	93.8
Academy of Basic Instruction (Waring)	146	120	9	129	7.0	318	328	97.0
Action Learning & Career Explora. (Madison)	227	150	5	155	3.2	408	444	91.9
Classical Junior Academy (Enright)	319	223	31	254	12.2	573	597	96.0
Expressive/Receptive Arts (Ames)	232	179	2	181	1.5	455	468	97.2
Foreign Language Experience (Wilkinson)	98	98	20	118	17.0	242	248	97.6
Individually Guided Education (Woerner)	206	160	11	171	6.4	401	416	96.4
Individually Guided Education (Wade)	190	154	5	159	3.1	373	391	93.5
Investigative Learning Center (Stix)	196	116	24	140	17.1	368	340	102.2
Montessori (Euclid)	149	85	15	100	15.0	249	237	105.1
Visual & Performing Arts Center (Shaw)	190	175	34	209	15.3	423	444	95.3

These figures were provided by the St. Louis Recruitment and Counseling Center as of November, 1984.
 Black/White enrollment does not include kindergarten, except for Montessori. Total enrollment does include
 kindergarten except for Classical Junior Academy which has no kindergarten.

Beginning with the 1985-86 school year, this data will be collected in October and March.

TABLE 3

CITY TRANSFERS TO COUNTY SCHOOLS (1984-85)*

<u>District</u>	<u>Totals</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Affton	165	10	7	11	12	6	8	27	15	11	27	13	10	8
Bayless	115	3	7	12	7	7	14	9	15	7	10	14	10	0
Brentwood	128	5	11	16	8	6	7	6	13	11	13	10	13	9
Clayton	169	13	16	15	17	14	15	13	14	17	9	14	6	6
Hancock Place	146	5	7	6	11	20	15	20	15	17	18	4	6	2
Hazelwood	106	1	1	3	7	4	6	8	17	27	24	6	1	1
Kirkwood	248**	0	15	17	11	13	20	21	24	19	49	22	24	13
Ladue	136	8	11	10	6	9	5	9	10	9	18	20	16	5
Lindbergh	352	7	22	32	39	23	31	42	29	36	31	33	20	7
Mehlville	476	14	37	24	36	35	31	37	38	35	103	59	25	2
Parkway	1,073	59	77	83	88	127	86	90	96	99	139	102	16	11
Pattonville	454	14	27	24	44	42	43	47	46	56	70	27	10	4
Ritenour	469	5	27	19	25	31	45	69	48	46	54	42	40	18
Rockwood	527	15	48	49	39	46	60	64	59	58	62	12	14	1
Valley Park	91	7	6	5	10	4	9	8	10	6	7	10	8	1
Webster Groves	215	11	24	12	18	22	28	8	11	7	23	31	9	11
GRAND TOTALS	4,870	177	343	338	378	409	423	478	460	461	657	419	228	99

*These figures indicate all students enrolled as of April, 1985.

**There are 37 interdistrict transfer students (23 in grades 6-8 and 14 in grade 9) in this number who attend the Kirkwood magnet school.

TABLE 4

TARGET ENROLLMENTS AND INTERDISTRICT TRANSFERS FOR COUNTY SCHOOL DISTRICTS (1984-85)

School District	Graduates ¹ Through 1984	Withdrawals ² Through April, 1985	County/County ³ Transfers No Longer In Effect	Active ⁴ Transfers As of April, 1985	Total Number ⁵ of Transfers Through April, 1985	Target ⁶ Enrollments of Transfers Through 1984-85	Percent of Targets Achieved To Date
Afton	4	38	4	165	211	203	104%
Bayless	0	23	0	115	138	185	75%
Brentwood ⁷	5	13	10	128	156	138	113%
Clayton	4	24	12	169	209	197	106%
Hancock Place	0	33	0	146	179	210	85%
Hazelwood	1	13	2	106	122	125	98%
Kirkwood ^{7, 8}	16	90	12	248	366	290	126%
Ladue	16	28	20	136	200	218	92%
Lindbergh	4	47	9	352	412	410	100%
Mehlville	0	142	5	476	623	750	83%
Parkway	0	179	46	1,073	1,298	1,280	101%
Pattonville ⁸	2	79	21	454	556	560	99%
Ritenour ^{7, 8}	12	108	30	469	619	549	113%
Rockwood	0	43	15	127	585	800	73%
Valley Park	0	17	7	91	115	109	105%
Webster Groves ⁷	6	55	18	215	294	242	121%
TOTALS	70	932	211	4,870	6,083	6,266	97%

¹ Includes city-to-county and county-to-county transfers from 1981 to 1984.

² Includes all city-to-county and county-to-county withdrawals from 1981 to April, 1985.

³ In February of 1984, the U.S. Court of Appeals for the Eighth Circuit granted the State of Missouri's request to disallow fiscal incentives and transportation for county-to-county transfers. As a result, a majority of these students did not continue to participate in the program.

⁴ Includes all active transfers since 1981.

⁵ This column is the sum of columns 1 through 4.

⁶ Includes targets set under the Settlement Agreement.

⁷ Black resident students in these districts consistently move to the city and continue to attend via inter-district transfers.

⁸ These districts participated in the 12(A) Plan.

TABLE 5

PROJECTED ENROLLMENTS SEPTEMBER 1985* AS OF JULY, 1985

<u>School District</u>	<u>April Enrollment</u>	<u>Targets for New Transfers</u>	<u>Anticipated Enrollment September 1985</u>	<u>Apps Sent To Districts By VICC As of July 3, 1985</u>
Affton	165	106	271	184
Bayless	115	63	178	87
Brentwood	128	36	164	72
Clayton	169	41	210	55
Hancock Place	146	57	203	114
Hazelwood	106	50	156	97
Kirkwood	248	119	367	201
Ladue	136	87	223	101
Lindbergh	352	213	565	252
Mehlville	476	200	676	254
Parkway	1073	896	1969	915
Pattonville	454	225	679	316
Ritenour	469	96	565	150
Rockwood	527	610	1137	386
Valley Park	91	100	191	162
Webster Groves	215	30	245	46
TOTALS	4870	2919	7789	3392

*This does not take into account drops during the Summer, former students not returning and new transfers who do not show up. Refined data will be reported in the Fall of 1985. This data does not include city schools since there are no specific targets for new transfers reported to VICC.

TABLE 6

COUNTY APPLICATIONS FOR CITY MAGNET SCHOOLS

<u>Magnet</u>	<u>Number of Applications</u> <u>June 1985</u>
Management Center	4
Health Careers	10
Honors Art	7
NJROTC	41
Mass Media	2
Math & Science	9
Metro	9
Foreign Language Specialty Roosevelt	4
Senior Classical Academy	2
Visual & Performing Arts High	56
Academic & Athletic Academy	7
Visual & Performing Arts Middle	24
Mason-Investigative Learning MS	4
Ames Expressive/Receptive Arts	1
Classical Junior Academy	20
Euclid Montessori	7
Lyon Academy of Basic Instruction	10
Madison Action Learning	0
Mallinckrodt-Academy of Basic Instr.	3
Visual & Performing Arts Elementary	16
Stix-Investigative Learning Center	18
Wade Individually Guided Education	7
Waring Academy of Basic Instruction	4
Wilkinson Foreign Language Experience	22
Woerner Individually Guided Educa.	2
Military Middle School	23
	—
TOTALS	312

TRANSPORTATION

For the 1984-85 school year, the Desegregation Transportation Office of the Missouri Department of Elementary and Secondary Education provided transportation for all students enrolled in the voluntary interdistrict transfer program. Students from the St. Louis Public Schools and St. Louis County school districts were transported. In addition to providing services to and from school, the State also transported students for part-time integrative activities and extracurricular activities.

At the beginning of the school year, the Desegregation Transportation Office established bus routes to transport approximately 600 students going from county to city and 7,100 students going from city to county in order to actually transport 482 county to city and 5,082 city to county students according to initial enrollment figures early in the year. These numbers changed throughout the year as the enrollments fluctuated.

The Desegregation Transportation Office was faced with routing, planning and transporting over 3,000 additional children from the previous year. Students whose Pupil Data Forms were on file at the Desegregation Transportation Office by August 12 were routed for the opening of school. Other students were routed to start school by late September depending on when their Pupil Data Forms were received.

Transportation Issues Addressed

Many transportation issues were addressed this past school year by the VICC, the State, and parties to the Settlement Agreement. Among the most important ones were:

- 1) Efficient and timely bus service.

- 2) Sufficient staffing in the Desegregation Transportation Office to handle calls from parents, schools, and VICC staff.
- 3) Consultant recommendation for a more efficient transportation system.
- 4) Conducting a reorganization of the Desegregation Transportation Office with an updated computer support system.
- 5) Providing sufficient extracurricular activity buses.
- 6) Summer school transportation.
- 7) Providing sufficient transportation to implement the intent as well as the letter of the law of the Agreement including transportation for all school-related activities.
- 8) Documentation of transportation concerns.
- 9) Providing transportation to interdistrict transfer students before school opened for school-sponsored activities.
- 10) Developing a handbook on transportation procedures and standards and requesting the Court's determination on the proper authority for establishing policy relating to the transportation of interdistrict students.
- 11) Establishing a transportation subcommittee that would meet the needs of the VICC and the State to handle transportation issues and resolve differences after all other avenues have been pursued.

Documentation of Transportation Concerns and Complaints

As was stated in the Harvard study, transportation is the most persistent threat to the viability of the interdistrict transfer program (page 10 of the Harvard study). VICC staff again this year spent many hours documenting transportation concerns (late buses, students missing classes as a result of late buses, no shows, long walking distances to pickup point, discipline on buses, etc.) particularly during the first several months of school. Extensive efforts were made by VICC staff and Desegregation Transportation staff to respond to these concerns.

VICC staff documented each complaint and worked with the parent, school and Desegregation Transportation Office to resolve transportation problems. Some were resolved within a reasonably short time. Others took several months as routes were restructured, contractors were changed, and buses began to arrive on time.

The school districts also began to document problems, sending copies of such information to the Desegregation Transportation Office and the VICC Office. As the year has progressed, transportation efficiency has increased and the problems have lessened. However, documentation continues on a regular basis, and concerns are being addressed by the VICC Transportation Subcommittee and the Desegregation Transportation Office.

Efforts to Resolve Issues and Improve the Transportation System

There has been an ongoing concern since the Agreement started related to efficient, timely and effective transportation for all interdistrict transfer students. Up to this point, the State has tried to accommodate transportation needs without adequate staff and equipment. As a result of the growing transportation concerns, a recommendation from the preliminary report of the Harvard study H(3455)84 prompted the State to acquire a consultant, Ecosystems, and Dr. David Bennett, the Assistant Superintendent for the Milwaukee Public Schools, to conduct an analysis of the transportation system and make recommendations for improvement. The report and recommendations from this study were filed with the Court and assigned document number H(3511)84. The Ecosystems study and several requests from the parties to the Agreement for the Court's clarification and decisions relating to transportation policy precipitated a number of joint meetings of the VICC and the State.

Joint Meetings and Reports

Summer School Transportation

The VICC and the State met to resolve a dispute on transportation for interdistrict transfer students needing to attend summer school. An agreement was reached for the summer of 1985 and a joint report filed with the Court, H(3409)85. This agreement indicated that transportation for state-approved summer school would be provided for interdistrict transfer students. At the end of the summer of 1985, the procedures and guidelines will be reassessed to determine their effectiveness.

Recommendations from Ecotrans Report

After a review of the Ecotrans report by the VICC and the State, a joint report to the Court was filed, H(3613)85. There were major areas of agreement and a few areas where resolution could not be reached. Areas of agreement that are being implemented at this time are:

- 1) Representatives from school districts, the VICC and the Desegregation Transportation Office are meeting regularly.
- 2) Building principals are documenting problems and sending such documentation to the Desegregation Transportation Office.
- 3) The State has installed a new computer support system, and a new routing system is being implemented by the Desegregation Transportation Office. However, there is a concern whether systems will be completed on the schedule originally established and that routes will be in place in early July as had been anticipated by the State.
- 4) The VICC has adhered to the agreed deadline dates for processing and sending student applications to receiving school districts. By the end of June, the VICC had processed and sent 3,392 student applications to school districts. The majority of these had been sent to the districts by the end of May. As behavior forms were

returned from city schools, applications continued to be sent throughout the month of June. Students were accepted as soon as the school districts received their applications before orientation took place, and the majority of school districts submitted Pupil Data Forms for these students to the Desegregation Transportation Office as soon as their applications were received.

- 5) VICC is recording all demographic data and will transfer this data to the Desegregation Transportation Office when its system is ready to receive it.

Special Extracurricular Activity Transportation

The VICC and State held a joint meeting to address the issue of sufficient transportation service to meet the needs of all interdistrict transfer students who desired to participate in school-sponsored extracurricular activities. This issue was resolved. An agreement was reached for the 1984-85 school year, L(0095)85. The State made available a specific budget amount for special extracurricular activity transportation for those activities the State will not provide under its current policy. Such activities included practices for school plays, performances, and musical events.

This past year, there were sufficient funds to cover transportation requests for those additional activities. A similar arrangement has been agreed to for the 1985-86 school year.

Unresolved Issues

Transportation Policies and Procedures

It is the position of the VICC that the Settlement Agreement obligates it to develop transportation procedures and policies consonant with the standards of the Agreement. Thus, it developed the VICC Transportation Standards and Procedures Manual, H(3567)85, for implementation of the student transfer

and safe transportation provisions of the Agreement. The VICC position is that it has the authority to determine transportation standards.

The Harvard report, page 114, L(203)85 indicates "transportation is the lifeblood of the interdistrict transfer program. If it fails, the entire program fails." L(236)85, filed by certain county school districts, indicates that upon several occasions the State has refused to provide transportation for activities that are under the purview of school activities available to all students, resident and interdistrict transfer.

The VICC, through protracted negotiations, finally was able to procure transportation for interdistrict transfer students participating in activities before the beginning of school, for summer school, and for all extracurricular activities. It is the VICC's position that all of the aforementioned activities are ones in which all students are eligible to participate under the terms of the Agreement. Without transportation, interdistrict transfer students, in effect, would be locked out from participation. These are the kinds of decisions the VICC feels should be under the aegis of the VICC to ensure that students receive transportation in an economical and reasonable manner to any school-sponsored activity in their host school district.

The VICC has created the Transportation Subcommittee with representatives from all participants in the Settlement Agreement to review transportation concerns, oversee the transportation system, make recommendations wherever necessary for a reliable system for transportation, and resolve disputes after all other avenues have been followed.

The VICC has expressed concern that the Desegregation Transportation Office be properly staffed to handle parental concerns, as well as its growing responsibilities. VICC feels that the Desegregation Transportation Office must upgrade its telephone system to accommodate incoming telephone calls.

**Desegregation Transportation Office
Activities During the 1984-85 School Year**

Designing routes for children in a voluntary school desegregation program is complex. There were many problems with transportation early in the year that included late buses, communication problems, and buses that did not arrive. These problems were partially due to an increased number of late summer enrollees. Efforts were made throughout the year to improve the efficiency of the system, and improvements were made. It is VICC's understanding that the Desegregation Transportation Office has contracted with three bus companies and two cab companies to transport students for the 1985-86 school year.

Desegregation Transportation staff processed Pupil Data Forms in these categories: 4,621 Students Added, 19,957 Change of Status, and 1,392 Students Deleted.

The Desegregation Transportation Office also assisted in scheduling approximately 1,585 ancillary trips for all segments of the Agreement. This included coordinating communication between school officials and the Desegregation Transportation Office and then contracting bus service for each trip. These trips involved both city and county students.

The Assistant State Director has informed the VICC that the total cost for desegregation transportation services in the 1984-85 school year was approximately \$8,000,000. These services also included transportation for all part-time programs and extracurricular activities.

FINANCES

At the close of the second year of implementation of the Agreement, the VICC found it was able to function well within its approved 1984-85 budget of \$415,791.00; approved in Court Order H(3151)84. The 1984-85 budget is shown on page 31. The budget covered all operational expenditures for the VICC (full-time and part-time staff, office expenses, recruitment costs, publicity, data management, staff development, parent activities and other items as budgeted). Quarterly payments were received from the State on a prearranged schedule with a final reconciliation made in July, at the end of the fiscal year. Each year the VICC is audited. The budget for 1985-86 is shown on page 32; Court Order L(320)85 approves this budget.

The School District of Clayton is the fiscal agent for the VICC and handles all fiscal matters in conjunction with the VICC staff. The VICC extends its gratitude and thanks to the entire staff of the Clayton business office for their unending cooperation and assistance.

Fiscal incentives were paid to all districts accepting or sending voluntary transfer students. In Report No. 1 of the VICC, only an estimate for the tuition reimbursement was given. Page 33 of this report shows a summary of the fiscal incentives received by each school district for 1983-84. The tuition reimbursements to be paid to each participating district for 1984-85 is shown on page 34. All reimbursement data for this report was obtained from the Finance Division of the Department of Elementary and Secondary Education.

The 1984-85 budget for the Magnet Review Committee (MRC) is shown on page 35 Court Order H(3151)84 approved this budget. A supplemental budget for the MRC for 1984-85 was approved by Court Order L(0083)85, March 1, 1985, in the amount of \$13,152.61. The 1985-86 MRC budget is shown on page 36.

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL
BUDGET FOR 1984-1985

OBJECT OF EXPENDITURE

Staff Salaries	\$ 213,256.00
Fringe Benefits/Insurance	35,410.00
Temporary Salaries	13,500.00
Supplies	6,500.00
Printing/Publishing (Reports, VICC Materials, etc.)	6,000.00
Rent/Office Space	8,745.00
Consultants	4,000.00
Utilities/Telephone	8,000.00
Postage	20,000.00
Staff Travel	4,000.00
Staff Mileage	4,000.00
Office Equipment/Furniture	7,000.00
Office Insurance:	
Package Coverage	500.00
Workers Compensation	725.00
Maintenance Contracts on Equipment	3,950.00
Meeting Expenses	1,500.00
Fiscal Agent (1% of Budget)	4,115.00
Staff Development	35,000.00
Parent Program	8,000.00
Recruitment/Publicity	30,000.00
VICC Audit	1,500.00
 TOTAL	 \$ 415,701.00

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL
BUDGET FOR 1985-86

<u>Object of Expenditure</u>	<u>Amount</u>
Staff Salaries	\$276,277.00
Fringe Benefits	48,320.00
Temporary Salaries	8,500.00
Printing/Publishing	6,000.00
Rent/Office Space	10,515.00
Consultants	4,000.00
Telephone	9,000.00
Postage	20,000.00
Staff Travel/Professional Development	4,000.00
Staff Mileage	2,500.00
Office Insurance:	
Package Coverage	650.00
Worker's Compensation	850.00
Equipment Maintenance	5,800.00
Meeting Expense	1,500.00
Staff Development	35,000.00
Parent Program	12,000.00
Recruitment/Publicity	35,000.00
Staff Exchange Program	
Recruitment and Publicity	5,500.00
Supplies	7,500.00
Office Equipment	15,700.00
VICC Audit	1,500.00
Legal Technical Assistance	2,000.00
Fiscal Agent	<u>4,928.00</u>
 TOTAL	 \$497,740.00

SUMMARY OF FISCAL INCENTIVES
FOR 1983-84

<u>School District</u>	<u>Amount</u>
Affton	\$ 236,067.00
Bayless	88,144.00
Brentwood	331,079.00
Clayton	613,353.00
Hancock Place	92,668.00
Hazelwood	24,939.00
Kirkwood	413,408.00
Ladue	449,241.00
Lindbergh	391,617.00
Mehlville	234,871.00
Parkway	1,170,296.00
Pattonville	662,537.00
Ritenour	481,115.00
Rockwood	202,249.00
St. Louis	535,880.00
University City	4,408.00
Valley Park	93,568.00
Webster Groves	<u>348,120.00</u>
TOTAL	\$6,373,560.00

**SUMMARY OF FISCAL INCENTIVES
FOR 1984-85**

<u>School District</u>	<u>Amount</u>
Affton	\$ 406,380.00
Bayless	243,975.00
Brentwood	590,169.00
Clayton	1,017,456.00
Hancock Place	221,618.00
Hazelwood	309,381.00
Kirkwood	661,706.00
Ladue	580,369.00
Lindbergh	854,410.00
Mehlville	1,028,939.00
Parkway	3,451,998.00
Pattonville	1,424,753.00
Ritenour	1,044,042.00
Rockwood	1,265,634.00
St. Louis	902,454.00
Valley Park	299,501.00
Webster Groves	<u>578,689.00</u>
TOTAL	\$14,941,482.00

MAGNET REVIEW COMMITTEE

BUDGET FOR 1984-85

OBJECT OF EXPENDITURE

Staff Salaries	\$ 66,920.00
Fringe Benefits/Insurance	8,907.00
Supplies/Printing	3,500.00
Rent	4,000.00
Telephone	2,400.00
Postage	3,000.00
Staff Travel	1,200.00
Staff Mileage	1,500.00
Office Equipment	2,700.00
Contracted Services	2,000.00
Meeting Expenses	600.00
Fiscal Agent (1% of Budget)	997.00
Evaluation Teams	3,000.00
TOTAL	\$100,724.00

MAGNET REVIEW COMMITTEE BUDGET

1985-86

Account

Staff Salaries	\$103,798.00
Fringe Benefits/ Insurance	18,673.00
Temporary Salaries	6,000.00
Printing/Publishing	5,075.00
Rent/Office Space	3,547.00
Evaluation Teams	1,600.00
Telephone	4,000.00
Postage	5,600.00
MRC Professional Development/Travel	1,500.00
Staff Mileage	1,500.00
Office Insurance (Worker's Comp)	255.00
Contracted Services/ Equipment Maintenance	6,150.00
Meeting Expenses	600.00
Supplies	3,000.00
Office Equipment	1,200.00
Sub-Total	162,498.00
Fiscal Agent Fee (1%)	1,625.00
TOTAL	\$164,123.00

VICC STAFF INVOLVEMENT

Upon request, VICC counselors assisted school staff, parents and students in a variety of ways throughout the year. Every effort was made to provide information strategies to help resolve problems as well as increase knowledge of issues to be addressed. The VICC Office received many requests for information on the St. Louis school desegregation case, as well as on cases around the country. VICC staff also received requests for reading material suggestions for integrated activities. The staff saw the need to have more office materials available to school personnel and the general public. A resource library of materials was developed with information available to school personnel.

Involvement with School District Staff

Clayton: VICC counselors met with the staff at Glenridge Elementary for a discussion on teacher concerns related to the overall adjustment of transfer students and possible intervention for managing student behavior, etc. A consultant for a mini-workshop class was requested. The VICC funded the request.

Lindbergh: VICC counselors met with Sappington Elementary school staff to discuss how to assist transfer students in adjusting both socially and academically and how to achieve an integrated environment for all students. Materials on successfully integrating schools and classrooms were distributed. Additional materials were later mailed following a request.

Parkway: VICC staff participated in a panel discussion sponsored by Parkway's Equity & Education Task Force Committee. The focus of the meeting was to explore ways to bridge gaps between city and county students, improve peer relationships, and ways to improve parent involvement.

At another Task Force meeting, VICC staff presented information about how the VICC operates and the counselors' roles. During this meeting teacher concerns were also discussed.

Valley Park: VICC staff met with the Valley Park staff to discuss their concerns and problems regarding interactions between transfer students and residents and how to effectively achieve student integration.

Involvement with Parents

School districts continued to express concern over the lack of involvement of the transfer parents. Reasons given were distances between the students' residences and their schools, parents not having telephones, and the reluctance of transfer parents to participate in school activities because of cultural differences. When working directly with building personnel, the VICC staff proposed methods for integrating both parents and students in classroom settings and in the school buildings in general.

In support of the efforts of the districts, home visits and telephone calls were made by VICC staff to facilitate communication with transfer parents. In several instances parents were transported by VICC staff to their children's schools for conferences with teachers, counselors and principals.

VICC staff were called upon to aid families with food, housing, utilities and other problems which impacted the family or the child's performance in school. An extensive referral list of community resources was compiled to be used by VICC staff and others for such situations.

Parent involvement remains a source of concern to the districts. VICC will continue to assist school staff members to formulate viable strategies to encourage the strengthening of bonds between school and home.

Parent Advisory Committee

In an effort to provide further understanding of the transfer program to the community, to alert the VICC to issues of concern to parents involved in the program, to serve as a mechanism for feedback to the VICC and to help insure parental involvement and support, the VICC approved the formation of the Parent Advisory Committee to be established annually by the VICC staff.

The Parent Advisory Committee was comprised of a least one resident parent and one interdistrict transfer parent from all receiving and host school districts, with the exception of St. Louis which had four resident parents and four interdistrict transfer parents representing the school district.

The Parent Advisory Committee held two meetings during the 1984-85 school year. At both meetings issues of general interest and concerns were discussed. The first meeting on January 8, focused upon clarification of the Settlement Agreement, the interdistrict transfer plan, the application process, and who to contact for information. The second meeting's agenda included safety concerns, additional information on the application process, transportation, student orientation and parent involvement.

The Parent Advisory Committee, upon the desire of the VICC, shall continue to function as needed to assist both transfer and resident parents in becoming more fully involved in school issues as they relate to children and their families.

Involvement with Students

The VICC counselors continued with counseling provisions for children attending county schools. There were approximately 75 students who received either direct individual assistance or help through parent intervention. Concerns addressed related to school attendance, bus and school behavior referrals, improving academic performance and classroom cooperation.

Other students were provided services through intervention, such as rap sessions and classroom discussions which were co-facilitated by a VICC counselor and a district coordinator/counselor. There were 109 middle school students involved in small groups in one district whose needs centered around the results of a student and parent survey developed by VICC staff. In another district, 186 students from two senior high schools participated in rap sessions using a survey developed by the district's desegregation coordinator. These sessions focused primarily on the students' initial and changing perceptions of the school setting, relationships with teachers, and program offerings. The sessions also emphasized strategies for success both academically and socially. A teacher and counselor from one high school voluntarily continued the rap sessions throughout the semester. Similarly, in one district classroom discussion involving both transfer and resident students were held to address academic performance and social behavior. And, as a result of transportation problems, several large group sessions were held to increase awareness and responsibility for behavior on the bus through viewing a film and discussion of handouts.

In total, around 368 students received extended counseling support from the VICC counselors. This number is viewed as being in equal proportion to both the increase in intake of transfer students and the number who received counseling services the previous year (approximately 153).

Resource Center

VICC staff has established the Resource Center which contains such materials as the background and history of school desegregation and research on integrating schools effectively. Information concerning black historians, multi-cultural education and ideas for integrated classroom activities are included in articles, journals, books and bibliographies that are available. All school personnel and the general public have access to this information. In addition, teacher and principal

packets containing many of these items have been prepared by
VICC staff and will be distributed in early August to all
schools in the city and county which have interdistrict transfer
students.

TEACHER EXCHANGES/TRANSFERS

Section VI.I, page 4 of the Agreement states:

Voluntary teacher exchanges will be encouraged to enhance desegregation efforts. The purpose of the teacher transfer and exchange program among metropolitan and county school districts is to enhance racial teacher balance and teacher integration experiences in the districts. Another purpose of this program is to foster attitudes of responsiveness, cooperation, and innovation in meeting educational challenges.

A list of conditions governs the transfer and exchange of staff from district to district. These conditions are found in Section VI.I.b, pages 4-7 of the Agreement.

Staff Exchange/Transfer Subcommittee

The initial focus of the Staff Exchange/Transfer Subcommittee was to move from the position of policy development to one of implementation of a new and challenging program of staff exchanges and transfers between city and county school districts.

Realizing that implementation of this type of program required a broad base of support and understanding, the chairman of the subcommittee sought to expand the representation on this committee to persons beyond the membership of the larger VICC body. This year's subcommittee included personnel directors, directors of special projects and district liaison personnel.

The subcommittee divided its efforts into three broad categories or activities during this past year: 1) identifying/clarifying aspects of the exchange/transfer program; 2) encouraging teacher applications, and 3) encouraging school district support. These categories are outlined below.

Identifying/Clarifying Aspects of the Exchange/Transfer Program

In an effort to identify and clarify the intent of this program, the subcommittee did the following:

1. Identified factors blocking successful exchanges/transfers.
2. Developed an action plan to reduce factors.

3. Developed a teacher survey to assess awareness and help clarify factors listed above.
4. Sought to determine an acceptable, uniform bonus.
5. Developed forms to the facilitate the processing of applications.
6. Assigned Phylis Dodge, VICC counselor, to assist in implementing the committee's action plan.

Encouraging Teacher Applications

To encourage teacher applications the subcommittee, with VICC staff assistance, implemented the following activities:

1. Distributed and assessed 1,000 teacher surveys.
2. Featured an article in THE VOLUNTEER on the Teacher Exchange/Transfer Program, with applications sent to all certified teachers in both city and county schools.
3. Designed and distributed posters for faculty lounges (see Appendix C, page 37).
4. Distributed a sample press release on the Teacher Exchange/Transfer Program to districts for inclusion in faculty bulletins.
5. Hosted an Information Exchange meeting for teachers and district representatives.
6. Invited representatives of all teacher organizations to attend meetings of the subcommittee.
7. Recommended to the VICC the formation of a teacher liaison group.

Encouraging School District Support

To encourage the support of the school districts, the subcommittee initiated the following:

1. Sent letters to superintendents explaining the program.
2. Mailed the results of the teacher survey to superintendents.
3. Sent letters to principals explaining the program and encouraging consideration for staffing needs.
4. Met regularly with all school district liaison persons.
5. Convened an ad hoc personnel directors subcommittee.

6. Mailed a staff exchange/transfer report to districts on a weekly basis beginning March, 1985.
7. Encouraged the subcommittee chairman to talk to administrators about the program. (The chairman gave a presentation on the program to the Cooperating School Districts on January 25, 1985; talked at an elementary and secondary administrators meeting at Maritz on February 22, 1985; and spoke at the VICC dinner meeting, November 8, 1984.)

Personnel Liaison Group

The Personnel Liaison Group was created to work with the subcommittee in an advisory capacity. This group, comprised of one person involved in personnel activities in each district participating in the staff exchange/transfer component, met several times throughout the year. The purpose of this group was to help make the exchange/transfer program visible within each member's respective school district. These persons were to be advocates for this program and promote it within their districts. The group was to:

1. Provide information and direction to the Staff Exchange/Transfer Subcommittee.
2. Develop systems that would make this challenge work.
3. Become a support system for one another's efforts.
4. Become the advocacy group within the local districts.
5. Develop common language that would help answer questions about the unknown components of this part of the Agreement.
6. Become a dissemination body for information.

Its activities consisted of assisting the subcommittee to:

1. Determine factors that prevented successful program implementation.
2. Determine level of knowledge within all levels in each district.
3. Determine level of interest and commitment.
4. Identify ways to open communication.

5. Identify ways to develop direct contacts between teachers and administrators to promote interest and understanding.
6. Explore ways to facilitate processing and matching or making appropriate transfers.
7. Promote visibility for the committee's efforts.
8. Meet with a variety of groups to inform and promote the program.
9. Distribute the teacher survey.

The liaison group also assisted in the development of a survey which was administered to a random sample of 20 percent of the teachers in each school district participating in the Teacher Exchange/Transfer Program to find out the level of information and basic willingness of teachers and administrators to participate in the program.

The Personnel Liaison Group met as needed throughout the year and assisted with the dissemination of information on teacher exchanges to their districts, gave information on the exchanges/transfers to their public relations persons for release in staff bulletins, processed the applications for teacher exchanges/transfers within their districts and attended an information exchange meeting for interested teachers.

The Staff Exchange/Transfer Subcommittee, under the direction of its chairman and with the assistance of the Personnel Liaison Group, focused on a number of activities as outlined above. Two of these are elaborated on below.

Teacher Survey

A teacher survey was designed and distributed. Results of 1,000 responses (see Appendix C, pages 38-41) were analyzed. The analysis indicated that staff bulletins would be a good source of information and method of advertising the exchange/transfer program. Accordingly, the subcommittee prepared a sample news release for schools to use in their school newspapers. The news release was distributed via members of the Personnel Liaison Group. The survey further indicated that school staff were not as aware of the bonus provision as the subcommittee thought they were.

Survey results also showed that a high percentage of both city and county teachers felt that they would get administrative support if they applied for a transfer or exchange. More city teachers than county teachers felt that the experience would benefit them personally and professionally. Yet, the number of teachers from both areas willing to participate was significantly less than the number who responded saying it would be a personal or professional benefit.

The teachers who responded to the survey expressed some concerns. Teachers wanted some guarantee from their home district about returning to their present assignment after their participation in the Teacher Exchange/Transfer Program. Concern was also expressed on the issue of who would pay the bonus.

Information Exchange Meeting

On April 18, an Information Exchange Meeting was held at the Holiday Inn in the city for teachers who had applied for an exchange or transfer. Liaison group members also assisted in extending invitations to any teacher interested in obtaining information about the program. The meeting was attended by the majority of teacher applicants as well as representatives from 15 school districts. Significant contacts were made between teachers and various school district representatives. The meeting was a success.

Correspondence

The chairperson of the Staff Exchange/Transfer Subcommittee wrote letters to superintendents (see Appendix L, pages 42-44) to encourage their support for active participation in the staff exchange/transfer program.

Teacher Liaison Group

In early spring of this school year, the American Federation of Teachers, Local 420, requested participation in the activities of the VICC as a non-voting member. In response to this request, the Teacher Liaison Group was recommended by the

Staff Exchange/Transfer Subcommittee and approved by the VICC. Representatives of the AFT Local 420, the Missouri National Education Association (MNEA), and the Missouri State Teachers Association (MSTA) were also invited to attend regular meetings of the Staff Exchange/Transfer Subcommittee to receive information and keep the subcommittee apprised of areas of concern.

The purpose of the Teacher Liaison Group is to provide information from the perspective of teachers on issues relating to staff exchanges/transfers to the VICC through the Staff Exchange/Transfer Subcommittee.

Results

School districts have forwarded lists of vacancies to the VICC office, and VICC staff have attempted to match applicants with available positions.

The VICC office has established procedures to process teacher applications. As applications are received, data is recorded. Contact is made with each applicant if the application is not complete. All applications are copied and sent to the districts requested. The Personnel Liaison member receives the applications and an updated list of applicants each week (see Appendix C, pages 45-48). If a district indicates an interest or need for an applicant who has not applied for that district, the applicant is called and his or her application forwarded to that district upon approval of the applicant. The VICC staff keep in touch with all districts to encourage possible placement.

Some districts made information available through staff bulletins and newspapers. Districts also advertised their available positions, in addition to sending a list of their vacancies to the VICC office. Staff members from both the city and county have applied and expressed interest in participating. The VICC feels that the guidelines for processing applications are realistic and, hopefully, will encourage more participation in this component of the Agreement.

By the end of the second year, the VICC office had received 55 applications for staff exchange or transfer which are being processed by the host districts. Of those requests, 33 are from St. Louis Public Schools teachers and 22 are from teachers in county school districts. To date, seven teacher transfers have been consummated for the 1985-86 school year, six teachers from the St. Louis Public Schools going to county school districts and one teacher from a county school district going into St. Louis Public Schools. Teachers continue to apply and show interest, but the districts have not placed them.

For this component of the Agreement to be implemented, school districts need to encourage their staff members to apply and participate in the staff exchange/transfer program and must make creative efforts to place interested teachers.

STAFF DEVELOPMENT ACTIVITIES

The VICC Staff Development Subcommittee, established to "assist in staff development and in-service training activities in order to prepare staff to function in integrated settings" (Settlement Agreement, Section IX.1, p. 6), both initiated and approved many staff development proposals during the 1984-85 school year. Responses to such workshops have been very good. The VICC continues to emphasize the importance of staff development in achieving successful school integration. A synopsis of these activities follows. This synopsis focuses upon those programs for which some funding was requested from the VICC. Other workshops took place in many school districts throughout the metropolitan area this past year for which no financial support was requested from the VICC.

"You Can Make A Difference in Student Success"

Hosted by VICC Staff

In September, 1985, VICC staff, with the assistance of St. Louis Public Schools staff development personnel, hosted an awareness conference on student success. The three workshops held during this conference focused on the important roles of teachers and administrators in children's growth and development. The areas of goal setting, communication, motivational techniques, teacher-child interaction, cultural factors, and maximizing school successes were addressed.

Invited speakers were Ivan Fitzwater, Martha Harris Fair, and Barbara Woods. The keynote address, presented by Dr. Fitzwater, was "Turning Kids on to Success." Dr. Fitzwater also conducted a follow-up workshop on "How to Improve Student Achievement." Dr. Fair conducted a workshop on "Successful Interactions Between Students and Teachers." Mrs. Woods focused on "Cross-cultural Understanding."

A primary objective of this early conference was to increase participants' awareness of factors that lead to student success in school settings and to help teachers and administrators increase their understanding of cultural differences among students. One goal of the conference was to indicate ways in which staff could help minority students achieve both academic and social success.

All interested persons from participating school districts were invited. School districts were encouraged to send a team of people (an administrator, one or more teachers and a counselor) from at least one elementary, one middle school and one high school.

Participants' evaluations indicated favorable response to the conference. One participant said:

Many thanks for putting together a very fine conference.

I thought the selection of speakers was excellent. Indeed, Ivan Fitzwater's ideas are ones for all of us to follow. I might add that our district's review of the conference gave us more ways to share the information we obtained.

Informational Meeting for School Secretaries and Nurses Hosted by VICC Staff

During October of this school year, VICC staff sponsored a two-hour presentation aimed at providing information on record keeping and health issues and affording participants the opportunity to join in group discussions on general concerns. St. Louis Public Schools staff also significantly contributed to this effort. The purposes of this workshop were to emphasize the important role school nurses and secretaries have in working with interdistrict transfer students and to increase their ability to work with and support the guidelines of the Agreement.

Participants said that these sessions were helpful to them, increased their awareness of individuals to contact for assistance, and provided the opportunity to meet and talk with other individuals in similar positions.

**Informational Meetings for School Counselors and Social Workers
Hosted by VICC Staff**

The first of two meetings was also held during October as an attempt to follow-up on districts' requests to share common concerns and coordinate services. The purpose was to disseminate information and address issues.

An overview of the voluntary plan was presented, with emphasis on the important roles of school counselors and social workers. Two counselors from the Kirkwood School District shared their personal experiences and success in working with interdistrict transfer students. Small group discussions were held for elementary and secondary level participants. There was a consensus that another follow-up session should be held.

In March, VICC counselors and the St. Louis Public Schools Recruitment and Counseling Center sponsored a second meeting for counselors. This meeting was held at the Health Careers Magnet High School. The purpose was to provide an avenue for school counselors to receive and exchange information on student school choices in both city and county schools, with an emphasis on how counselors can be instrumental in getting school choice information to students. A second intent was to provide follow-up and exploration of issues of mutual concern identified in a previous session.

More than 90 participants viewed slide presentations on St. Louis magnet school offerings and programs in the participating county school districts. Participants indicated that these meetings were very necessary and beneficial in their efforts to assist transfer students and their parents.

Inservice for VICC Staff

The VICC provided an inservice opportunity for its staff during the 1984-85 school year. Four in-house sessions were conducted by an outside consultant for VICC and MRC staff members, geared toward assessing and defining VICC/MRC staff needs and responsibilities.

Oral evaluations by the staff were given during staff meetings. As a result of this inservice, modification of the office set-up was implemented and roles were redefined, along with some staff changes. VICC staff agreed that the human services provided to parents and students in metropolitan St. Louis is one of the highest priorities of the VICC and its staff.

"Student Team Learning" School District of Affton

A follow-up seminar for St. Louis area teachers implementing "Student Team Learning," conducted by Mr. John Hollifield, from the Johns Hopkins Center for Social Organization of Schools, was presented in February. The seminar was co-sponsored by the VICC, the Technical Assistance Unit of the Department of Elementary and Secondary Education, and the School District of Affton.

"Tips for Teachers" School District of Affton

At the end of January, Affton offered a session on stress management titled "Tips for Teachers." This one-day session was offered to 140 district participants. The presentation emphasized ways of helping teachers identify and cope with daily stress they face in teaching in an integrated setting. The strategies acquired for dealing with stress resulting from management of a broad spectrum of students in an integrated

setting can be practiced by teachers in their daily lives.

"Teaching Style and Style Differentiated Instruction"

Brentwood School District

Valley Park School District

In the latter part of August, The Brentwood School District continued a previous session conducted by Dr. Anthony F. Gregorc last spring. The purpose was to aid classroom teachers through reviewing the Gregorc model of instruction and continuing to define personal learning and teaching styles, with subsequent improvement in the quality of instruction. The outcome would be improved interaction and student achievement. Evaluation results indicated that it was a favorably received and successful workshop.

The Valley Park School District offered this same workshop for its staff during the month of March. Guests from other districts also attended. Valley Park staff were introduced to the Gregorc model with the aim of better understanding various learning styles of students, thereby benefitting both staff and students. The workshop conducted by Dr. Gregorc was designed to introduce teachers to a self-developed method of instruction as a means of broadening teaching skills while educating an increasingly diversified student population.

"Staff Leadership Skills to Promote Positive Cross-Cultural Interaction and Student Responsibilities"

Valley Park School District

The Valley Park School District hosted an insightful mini-course in September of this school year. Ida Goodwin Woolfolk, the presentor, discussed techniques to develop staff leadership skills aimed at promoting positive cross-cultural interactions and student responsibilities. Presented in three segments, the course was targeted for all K-12 teachers, counselors and principals.

**"Teaching and Learning Styles
School District of Clayton**

The School District of Clayton held this workshop to introduce learning/teaching styles, to provide a research basis for increasing academic achievement, to improve attitudes towards school, and to reduce discipline problems. The purpose was to make participants aware of the need for teachers to identify student learning styles and adapt teaching to those styles.

**"Behavior Problems in the Classroom"
School District of Clayton**

Glenridge Elementary School held an eight-session workshop in early spring to help teachers understand and deal with the behavior patterns of children in the integrated classroom. The course was conducted by Dr. William McKelvey. It was designed to increase understanding of the specific goals of the child, the behavior of the child in relationship to personal goals, and methods of redirection as they pertain to the child's self-defeating behavior. Case studies presented by the participants provided opportunities to apply this perspective to specific situations.

**"Multi-cultural Teaching Behavior that
Encourages Student Success"
School District of Hancock Place**

In November, the School District of Hancock Place hosted a workshop by Dr. Frank Voci. Dr. Voci provided information on right/left brain dominance; fear/anxiety effects; and sex, religion and race impact on behavior. It was anticipated that a

better understanding of the background of different cultures would result in more individualized treatment of students. Participants were pleased with the information given at this workshop and indicated the need for another workshop of this kind. The following letter to Dr. Voci expresses the sentiments of Hancock Place staff who attended this workshop:

Just a quick note to let you know how pleased our staff was with the presentation that you made to us on November 1, 1984. Both our staff and others invited were unanimous in their praise for your informative and worthwhile workshop. I have had several teachers tell me that they would now see our transfer students in a new light and be more able to understand how to help them be successful.

"Motivation of the Underachieving Child"
School District of Hancock Place

This workshop presented in June was designed to emphasize the background of the underachieving child, thereby increasing teacher awareness and understanding. The workshop also sought to provide teachers with specific methods of motivation and ways to encourage student academic success. Vincent Stock, from the Institute for Motivational Development, presented the session, which was well-received by all participants.

**"IMPACT
Improving Minimal Deficiencies by
Activating Critical Thinking"**

Hazelwood School District
Mehlville School District

Project IMPACT is a staff development and instructional program to improve mathematics and language arts achievement by developing student reasoning. The program seeks to train teachers in the use of strategies suggested by research for motivating, supporting, and reinforcing higher level thinking skills, as well as ways to combine these methods with practical materials into existing programs of basic skills.

A three-phased training project was presented by the Hazelwood School District in early spring. The first two sessions involved teaching and training staff; the third was for training of district teachers.

Lessons in mathematics and reading were presented to IMPACT-trained teachers to use with low-achieving students in an effort to develop critical reading skills and reasoning abilities. There were two days of teacher-training in the use of strategies in teaching higher level and critical thinking skills. Teachers received instruction and practice in teaching lessons which enforced those strategies.

The Mehlville School District also presented the staff development tools of the Project IMPACT training session to its staff in March of this school year. Mehlville teachers implemented the techniques learned from this project. A follow-up workshop for Mehlville teachers who received the training was held at the end of the school year to assess the program.

**Orientation and Training of Principals
in the Selection Research, Incorporated (SRI) Process
Maplewood-Richmond Heights School District**

Principals were trained in the philosophy of SRI during the month of October. They were introduced to the concepts of this approach. They also received training in the utilization of the instrument for interviewing potential staff and ways to use data collected for identifying staff development needs.

The goal of the SRI process is to implement a uniform and consistent method for selecting staff. Individual growth is stressed, in that the data acquired for each teacher is used and managed in a scientific form to assist the candidate in becoming a more effective teacher and staff member.

"Staff Training of Responsibility Education"
Maplewood-Richmond Heights School District

The model introduced in the "Staff Training of Responsibility Education" workshop primarily benefits a multi-ethnic setting. The spring after-school session enabled teachers to acquire a method and process of teaching children to be responsible for their own behavior through alternative actions, thereby aiding students in decision-making. With a primary aim of preventing and correcting certain behaviors, the staff was encouraged to reach a consensus on uniformed specific rules through viewing behavior as the result of multiple causes, influenced by students' social, ethnic, racial and geographical backgrounds.

"Teaching for Mastery"
Parkway School District

Three full-day workshops designed to provide special training for teachers who will work in summer school with transfer students was hosted by the **Parkway School District** in late winter. Students needing "catch-up" instruction in language arts, social studies, and study skills will be assisted by the teachers who participated in this workshop.

The goals were to increase the understanding and knowledge of teachers of the black culture and language, to practice and learn to use mastery instructional techniques, and to learn to use the Johns Hopkins model for "cooperative learning teams."

Dr. Frank Voci was also invited by the **Parkway School District** to present a session which gave teachers the opportunity to learn about, understand and appreciate historical/philosophical causes for racial/ethnic/cultural differences. The goal was to increase their ability to work with students in a multi-cultural setting through this new knowledge and understanding.

On somewhat of a different note, Parkway held several student rap sessions during the year which involved both transfer and residential students. The "Human Relations Session," conducted by Mrs. Ida Goodwin Woolfolk, focused primarily on students' needs. The sessions provided opportunities to express concerns related to social, emotional and academic adjustments, as well as alternative approaches relative to conflict management resolution.

"Strategies for Building Positive Peer Relations"
Pattonville School District

The Pattonville School District workshop, "Strategies in Building Positive Peer Relations," held in October, provided secondary level classroom teachers with counseling techniques and activities to help enhance positive interactions between black and white students and to give teachers a clearer perspective of teenagers and their perceptions and interactions.

"Dialoguing in the Classroom"
Pattonville School District

The "Dialoguing in the Classroom" approach is a structured conversation facilitated by the teacher, wherein students respond individually and personally to a stimulus. Teachers and students at Pattonville were given an opportunity to hear a diversity of responses, thereby learning that the world holds a multitude of "right" answers. Goals and objectives were targeted to provide teachers with communication skills to better enable them to deal with "controversial" issues that may arise as a result of having minority children in their classrooms, and to provide skills and training to teachers to deal effectively with "undesirable" incidents.

"Teacher Expectation and Student Achievement" (TESA)

Pattonville School District

This spring, Pattonville sponsored a series of TESA workshops. The basic idea of TESA initially is to make teachers aware of those discriminatory behaviors which teachers exhibit in the classroom; behaviors that signify to the student that the teacher perceives him/her to be a low achiever or a high achiever. The teacher is then trained to use an interaction model involving specific supportive and motivational techniques with all students in a nondiscriminatory manner, with the intended result being that of accelerating academic growth of the "perceived lows."

"Strategies for Developing Multicultural Understanding"

Rockwood School District

This workshop helped to provide classroom teachers with strategies and concepts to enable better understanding and promote positive learning in the school settings. It was presented in two parts in November for 117 participants. The teachers who were trained were expected to receive much support from administrators in the sessions as they implemented the ideas in their classrooms.

**"Increased Understanding of the
Black Learner and His/Her Culture"**

Rockwood School District

This workshop was presented in the spring in two parts. A question and answer session provided classroom teachers with a variety of information on the "Black Learner." The major goal was to increase both administrator and teacher understanding of the black culture and thus improve communication with black learners.

"Equity Versus Excellence: Can We Do Both?"
Metropolitan Middle School Association

Co-sponsored in conjunction with the VICC, this spring conference focused on issues relating to excellence and equity for middle school students. The speaker, Terry J. Hatter, Jr., U.S. Federal District Judge, Central District of California, discussed equity in terms of legal and moral responsibilities and some of the major concerns facing educators of minority students. Approximately 240 school staff attended the conference. Many of the participants expressed appreciation for the conference and gave suggestions for future activities and methods of distributing information. This was the first time that middle school educators from the city and county got together for a major conference.

"Information Exchange"

Hosted by the
Staff Exchange/Transfer Subcommittee

The Information Exchange meeting was held in April to allow school personnel liaison persons, applicants of the teacher exchange/transfer program and other interested staff to meet and discuss mutual concerns related to exchanges and transfers. With the essential goal being to give and receive information, the focused groups received a better understanding of this component of the Agreement and knowledge of how individual districts planned to implement the program.

COOPERATIVE PART-TIME ACTIVITIES

As stated in last year's report, the St. Louis Public Schools' part-time integrative programs and activities have become a fundamental component of student involvement in the school desegregation plan. Through the efforts of the St. Louis staff who direct these programs and who have worked hard to gain participation by county districts and students, the requests for these programs along with the involvement of students in these part-time activities has grown significantly. Staffs in both city and county schools are to be commended for their participation in such programs as Consumer Education, Honors Art, Career Education, Student Leadership/Experiential Adventure Program, Pairing and Sharing, School Partnership Program, Springboard to Learning, and English as a Second Language.

Teachers and administrators interviewed about their participation in these programs responded favorably with remarks such as, "The pairing and sharing field activities have helped to develop an awareness on the part of our participating students of the differences and the many similarities of children of other ethnic persuasions. The interaction brought about by these contacts should help to dispel some of the myths and misunderstandings that exist between racial groups."

Again, the heightened demand on limited spaces in these activities was the major problem. In some programs nearly twice as many students might have been accommodated had the time, staff and resources been available. The actual numbers of students involved do not reflect the total number who requested participation in part-time activities.

Page 71 shows that 64,582 students from city and county schools took part in these part-time activities, an increase of 62 percent from last year when 39,751 students were involved in these programs.

**Consumer Education Program
St. Louis Public Schools**

Description of the Program

The City/County Consumer Education Program is a practical, experience-based approach to helping young people develop habits, skills, and attitudes that will improve their effectiveness as consumers and producers now and in the future. The program stresses the acquisition of and development of decision-making, critical thinking and basic skills, while improving economic and consumer knowledge. In addition, the program encompasses skills required as part of Missouri's state-mandated Basic Essential Skills Test. It also emphasizes such consumer rights and responsibilities as reading advertisements and contracts carefully, recognizing deceptive practices, understanding social and personal costs of shoplifting and vandalism, and discovering where to go for help with consumer problems. Presentations by members of the community are an integral part of the program.

Activities During 1984-85

The program was an ongoing instructional program that took place throughout the school year. Businesses, public agencies, and organizations provided "resource persons" to visit classrooms and make presentations which encouraged active student participation. Students learned from experts in the community such practical information as: reading an electric meter to budget electricity, reading labels for better nutrition, computing unit prices, comparison shopping, how vandalism and shoplifting raise prices and taxes, the importance of reading contracts and warranties, protection from fraud and deceptive advertising, and using the decision-making process.

Additional benefits from the program were gained through paired activities involving city and county classes. Each participating class in the county was linked with a class from the city. The two classes made reciprocal visits during which

the program coordinator, teacher, and resource persons conducted a variety of consumer economics activities and community involvement projects.

In advance of these activities, students corresponded with their paired class to learn about the interests of their new friends and what they were studying in consumer education. By participating in consumer economics activities together, they were likely to gain insight into cooperating with new people in an educational setting.

During the school year 34 teachers from 13 school districts were paired at the program's orientation workshop held on October 10, 1984. Each pair of teachers worked together throughout the school year. Their students wrote pen-pal letters to one another throughout the school year. Teachers taught consumer economics lessons; the program coordinator conducted lessons upon request; and community resource persons made classroom presentations. Each pair planned activities that brought the classes together. Approximately 1,000 students participated in this program. Appendix D, page 49 lists the numbers of students and the activities in which they were involved.

Honors Art St. Louis Public Schools

Description of the Program

Honors Art is a magnet program which offers one-half day fine arts education to interested high school students and one time art experiences to visiting students. Students attending Honors Art attend either a morning or afternoon session of fine arts classes while attending their regular high school the other half day.

The 4th R Gallery operated by students and staff is located in the Honors Art building. Works of art by students from city and county schools are displayed in the gallery. Throughout the school year teachers bring their students to visit the gallery

and take part in an art experience taught by Honors Art staff. Visitors to the Gallery come regularly and from as far as Springfield, Illinois.

Activities During 1984-85

Each school year the Gallery offers programs which relate to areas of social studies and language arts curricula and visually enriches certain segments. During the 1984-85 school year, for instance, one program enabled the students to follow the Mississippi River from its origin to ending. This was done with a panorama of slides on a huge screen, accompanied by a narration from the instructor. Similar instruction is available on Greece and Rome, Pre-Columbian Indians, and Africa.

Each year the Gallery includes special enrichment activities for teachers and their classes. If a teacher wishes to enrich a unit on the city, for example, students may view city slides, listen to Carl Sandburg's or Langston Hughes' poetry about the city, then board a bus for a downtown photography tour using cameras owned by the Gallery. From this experience, each student receives an 8 x 10 black and white photograph from his roll of film and his negatives. The teacher then puts together a large montage of the city from everyone's photographs.

A beautiful presentation on the history of kites was followed by a kite making session in another program. There were also programs for younger children. In one particular program called "Spaces and You" as many as 40 children crawled into a room-size balloon, inflated by a large fan.

The 4th R Gallery programs are free to all school systems that are part of the desegregation plan, with the exception of a \$1.50 fee for photography and \$1.00 for kites.

As a part of the Pairing and Sharing and School Partnership activities 3,263 students visited the Gallery this past school year to participate in these and other experiences. An additional 4,529 city and county public school students visited the gallery on trips of their own. These experiences offered by Honors Arts provide additional opportunities for students to broaden their perspective, both artistically and culturally.

**Career Education Program
St. Louis Public Schools**

Description of the Program

The Career Education Program provides a variety of services and programs designed to comprehensively address the personal and career development needs of city and county students. Integrated into the existing classroom instruction, the focal point of career education is a curriculum program for students in grades 5-12 which highlights mastery of the basic skills; decision-making and coping skills; self-awareness; college and career preparation; study and test taking skills; and attitudinal development. At each grade level there are supportive activities which reinforce the curriculum, allowing for pairing among students and exposure to positive role models from the business community.

Activities During 1984-85

During the 1984-85 school year, the Career Education Program included such activities as paired college exploration conferences, traveling career panels, Career Resource Center workshops, paired career panels, Career Pathfinders, Career Prep Clubs, shadowing and a summer work program. A special activity for 4,000 eighth grade students this year was a Career Awareness Fair, held at the Cervantes Convention Center. Over 300 businesspersons demonstrated their jobs and highlighted basic skills and the need to remain in school.

Inservice for educators was also a strong component of career education. This year inservice training was provided for all of the curriculum program and Career Fair participants, and many school districts made special requests for training of counselors and district administrative personnel.

Each year career education shows a steady increase in the number of schools, educators and students choosing from the potpourri of available programs and services, and 1984-85 was no exception. Over 750 county educators used the career education

curriculum program (in some cases, districts have adopted the programs for all of their students) with over 18,670 students participating in one or several of the activities. Business involvement was also very active with over 1,500 businesspersons sharing their time and expertise with students.

Additional information concerning this program is provided in Appendix D, pages 50-54.

SL/EAP
St. Louis Public Schools

Description of the Program

The Student Leadership/Experiential Adventure Program (SL/EAP) focuses upon the development of student leadership and teacher training. SL/EAP is designed to improve racial integration through challenging student leadership activities that take place in outdoor settings. The varied environments - wilderness, city parks, rivers, caves, and rock bluffs - provide exciting neutral turfs for students and teachers from different school districts and backgrounds to work and learn together.

Activities During 1984-85

For children in grades 4-12 the program this year focused upon extended joint opportunities in a camping experience that lasted two to four days. The Student Outdoor Adventure Leadership Skills program, a special winter training program, provided training for over 100 selected high school students in elementary curriculum enrichment skills. One hundred, fifty city and county middle school students participated in SL/EAP's paired Five Day Adventure Program. This program introduces students to new environments and new people and places them in diverse leadership roles. Hancock High School joined Northwest and Southwest in a year round credit Honors Leadership Class.

During the summer of 1985 SL/EAP will coordinate 150 city and county high school and middle school students on the Missouri component of the Mississippi River Youth Expedition in

conjunction with the United National International Youth Year. SL/EAP involved approximately 4,500 city and county students during the past school year.

**Pairing and Sharing
St. Louis Public Schools**

Description of the Program

The Pairing and Sharing field trip program involves integrated and non-integrated city and county classrooms in shared academic and social activities at places of cultural, historic and civic interest. These Pairing and Sharing activities entail shared bus rides to sites where students gather information in many subject areas. The pre and post activities involve pen-pal letter writing, exchange school visitations, paired art, music, dramatic, civic and community experiences. These field activities offer an extension and supplement to classroom instruction and foster awareness and acceptance of people from varied racial, ethnic and cultural backgrounds. Most pairings are formed early in the year and continue throughout.

Activities During 1984-85

During the 1984-85 school year approximately 14,000 students from city and county classes paired and shared in a variety of academically and socially beneficial programs. A few outstanding Pairing and Sharing programs for city and county interaction during 1984-85 were:

Parkway West Junior High String Ensemble performed at Christ Church Cathedral for city classes. Parkway West Senior Symphonic String Ensemble performed at the St. Louis Art Museum for city and county classes. The Personna Players produced and performed "A Salute to Black Heritage" for many city and county classes. The performance was held at Harris-Stowe College during Black History Month. The Metropolitan Ballet of St. Louis performed the "Nutcracker Suite" at Scottish Rite Auditorium and "Dance Horizons" at the Art Museum for city and county classes. The French film "Sugar Cane Alley" was viewed

by many city and county classes at the St. Louis Art Museum. Affton Senior High School presented "Unicorns Are Forever" at their auditorium for a number of city classes. Appendix D, pages 55-63 provides information about additional Pairing and Sharing activities.

School Partnership Program St. Louis Public Schools

Description of the Program

The City/County School Partnership Program is designed to increase community support for the public schools, to integrate community experts into the instructional program, to update teachers on the latest developments in their fields, and to lend business expertise to school administration. In the instructional partnership programs, business, cultural governmental, and university personnel conduct sessions in their areas of expertise. Sessions may be held in the classroom or at the site of the sponsoring agency.

The program strives to reinforce classroom instruction by linking a classroom with a major business or cultural institution in the metropolitan area in a meaningful and productive experience. The School Partnership Program recruits the sponsor and then assists in designing a program which meets the academic needs of students, as identified by the classroom teacher. During sessions of the School Partnership Program students from a county school and a city school are paired in the pursuit of common academic goals.

Activities During 1984-85

The City/County School Program facilitated 255 programs for the school year 1984-85. The program afforded a multitude of opportunities with businesses, governmental agencies, universities, and cultural organizations in the St. Louis metropolitan area.

Each program was the result of a teacher's stated goals and endeavored to reinforce the instructional objectives of the class. The initiating teacher joined with another classroom teacher from a different school district with the same interest. Cooperating business, government and university sponsors worked with the teachers on educational projects in subjects as diverse as medicine, polymer chemistry, law, archeology, architecture and creative writing. Cultural programs using the facilities of various agencies in the metropolitan area exposed students to aspects of culture which would be unavailable in the regular classroom.

The two classrooms and their sponsors (the business or cultural organization) met for an average of three one-hour sessions throughout the school year. Many of the partnerships began their sessions during the first semester and continued into the second semester.

Of the 16,985 students who participated in city/county partnership programs during 1984-85, 7,994 were from city schools and 8,991 were from county schools. The students participated in 834 sessions. The business, university and government partnerships involved 7,278 city and county students. The cultural sponsors met with 9,707 city and county students. Appendix D, pages 64-93 gives a breakdown of school and student involvement.

**Springboard to Learning
St. Louis Public Schools**

Description of the Program

The Springboard to Learning program provides an innovative, multi-disciplinary approach to learning for children. Several programs are available ranging from professional storytelling and puppeteering to an on-going program which immerses students into the cultures of other countries. This not-for-profit organization provides specialists who are dedicated to motivating students and enriching the classroom curriculum. The format

of this city/county program consists of 14 weekly visits to classrooms by Springboard teachers. Paired classrooms then come together so that pen pals can meet one another and share an enrichment experience built on the preceding program.

Activities During 1984-85

During the 1984-85 school year 13 county schools held Springboard programs. Of this number, nine were paired with city schools in special city/county matched programs. Approximately 1,436 students were involved in Springboard activities this past school year. A list of these meetings is provided in the Appendix D, pages 94 and 95.

English As A Second Language St. Louis Public Schools

Description of the Program

English As A Second Language (ESL) is offered in six regular St. Louis Public Schools to students in kindergarten through the twelfth grade who are non- or limited-English speakers. These students come from different parts of the world and are native speakers of many languages.

The students attend ESL for a minimum of one period to a maximum of three periods daily, depending upon their level of English proficiency. They are mainstreamed from the very first day in the total school academic and non-academic activities. As the student's knowledge of the English language increases the time that he or she spends in the ESL classroom decreases.

All ESL students take a test twice during the year, once in October and again in May, to measure their progress. After they reach a certain level of proficiency as measured by the Language Assessment Scale, a nationally normed standardized test, they no longer need to attend the program.

Activities During 1984-85

During this school year, 11 students from the Mehlville, Maplewood-Richmond Heights, and Hazelwood School Districts attended ESL programs in St. Louis Public Schools.

**TOTAL PARTICIPATION
IN PART-TIME ACTIVITIES**

<u>Program</u>	<u>Number of Students</u>
Consumer Education	1,000
Honors Art	7,792
Career Education	18,670
SL/EAP	4,500
Pairing and Sharing	14,000
School Partnership	16,985
Springboard to Learning	1,624
ESL	<u>11</u>
TOTAL	64,582

MAGNET REVIEW COMMITTEE

The 1984-85 school year was the first full year of operation for the MRC. The Agreement assigns two main areas of responsibility to the Magnet Review Committee (MRC):

Evaluation of Magnet Schools

Approval of New/Expanded/Replicated Magnet Schools

Evaluation of Magnets Schools

During 1984, the MRC developed a process for evaluating magnets and implemented the process in five city magnet schools. This process was reviewed and revised during the current year, and the evaluation process was implemented in twelve additional city magnet schools. With the completion of the current evaluation cycle, 17 of the existing 27 magnets (26 city/1 county) will have been evaluated. By the end of next year's evaluation cycle, all magnets will have been evaluated at least once; follow-up evaluations will also have been conducted on those schools evaluated during the first evaluation cycle.

The following magnets were evaluated during 1984-85 by the MRC:

	<u>Grades</u>
Management Center	11-12
Health Careers High School	11-12
Academy of Mathematics and Science	9-12
Senior Classical Academy (Soldan)	9-12
Investigative Learning Center (Mason)	6- 8
Academy of Basic Instruction (Lyon)	K- 8
Academy of Basic Instruction (Mallinckrodt)	K- 8
Academy of Basic Instruction (Waring)	K- 8
Action Learning/Career Exploration (Madison)	K- 8
Classical Junior Academy (Enright)	2- 8
Center for Expressive/Receptive Arts (Ames)	K- 8
Investigative Learning Center (Stix)	K- 5

The complete evaluation process is detailed in the "Magnet Review Committee Report on Evaluation Design and Procedures" [L(210)85]. The process includes gathering data from the magnet school and the host district; gathering perceptual information from parents, staff and students through administration of questionnaires; and an on-site visit to each magnet school by a Visiting Evaluation Team.

Twelve Visiting Teams were established this past year. A total of 25 people served on the Visiting Teams, with some people serving on more than one team. Teams generally consisted of five to seven people, including the MRC Director and Evaluator, a representative of the State Department of Elementary and Secondary Education (DESE), a business or community representative and at least one other educator or academic area specialist whose expertise coincided with the magnet focus.

One important element of the Visiting Team process is the feedback session with staff conducted at the end of the day's evaluation site visit. During these feedback sessions, the principal, members of the school staff, and parents are invited to meet with members of the Visiting Team to hear the Team's observations and major recommendations.

The final written reports make specific recommendations for program improvement at the school level. Recommendations to the host district or others may also be included, such as recommendations for increased recruitment efforts.

Joint follow-up reports were filed for two magnets evaluated during the first cycle, as required by the Court. The MRC is pleased to report that the process of developing these joint follow-up filings worked very well. Representatives of the City Board, DESE and the MRC worked cooperatively with a focus on improving educational quality. DESE facilitated the implementation of some recommendations by providing funds for specific staff development activities. The extent of implementation of follow-up activities will be monitored by the MRC periodically as magnets are re-evaluated every other year.

In addition to serving as a vehicle for reviewing and improving program quality, excerpts from the evaluations are provided to the Recruitment and Counseling Center for inclusion in the brochure used for magnet school recruitment. In this way, evaluation results are widely disseminated. This information can then be used to help parents and students make more informed choices about the range of educational opportunities available to them.

The MRC has also proposed that it develop a formal and orderly procedure for considering termination of existing magnet programs. Such a procedure will draw heavily upon the results of MRC's evaluations of individual magnet schools.

Evaluations are also used by the MRC when considering requests for approval for expansion or replication of existing magnets.

Approval of New/Expanded/Replicated Magnets

The other major area of MRC responsibility involves reviewing school district requests for approval of additional magnet seats. Last year, the MRC developed forms and procedures for considering requests for approval of new, expanded or replicated magnets for the current school year. The review process was completed and recommendations made to the Court. A variety of issues and disputes delayed final action on these recommendations until late in the summer, creating implementation problems with some magnet schools.

In response to this, the MRC worked cooperatively with the Budget Review Committee in an attempt to coordinate the collection of information needed by both Committees and to encourage the implementation of a more realistic timetable for beginning new programs. Both Committees wanted to encourage districts to submit requests for approval of additional magnet seats a year ahead of time so that there would be sufficient lead time to have programs fully operational by the time students enroll.

These efforts had the desired effect. The proposals submitted for 1985-86 implementation (three from St. Louis and one from Kirkwood) were limited to expansions of existing programs which could be implemented without extensive lead time. Proposals for programs requiring longer lead time were submitted for implementation beginning in 1986-87.

Detailed information on the review process, along with the MRC's recommendations to the Court, was filed in the "Magnet Review Committee Report on Proposed Expanded, Replicated or New Magnets" [L(14)85].

Overview of the Magnet School Component

In looking at each magnet school individually, valuable information about program quality and operation is obtained. Hopefully, this information will lead to program improvement where needed, and consequently impact positively on the quality and range of choices available to parents and students. There is other potentially important information which can be gained by looking at the total magnet school program.

Magnet schools can aid school desegregation efforts in several ways. First and foremost, their purpose is to provide increased opportunities for voluntary desegregation. One important way that magnet schools can do this is to offer a variety of types of educational experiences to parents and students. Magnet schools can also provide opportunities for initiating new educational approaches and programs which, if appropriate, may then be extended into other schools.

Individual magnet schools, of course, have different strengths and weaknesses. It is essential to remember that, overall, the range of educational choices available to students in St. Louis City and County really has been broadened by the inclusion of magnet schools in the desegregation plans. To the extent that places are available, parents and students can truly select a program based on their personal educational preferences and priorities.

Making informed choices, of course, requires that accurate and timely information be made available. For example, one apparent misapprehension is that many magnet schools can select or screen their students. (In fact, this is true only of the Classical Academies and Metro High School.) Clarification and communication is needed regarding entrance and exit requirements for magnet programs. There also may be a lack of understanding among magnet school staff about why white county students are being encouraged to transfer into city magnet schools, and about the effect of this on desegregation of the city schools overall. Progress toward desegregation would undoubtedly be enhanced by providing clear and accurate information to those involved with magnet schools about the role of such programs in the overall desegregation effort.

There also appears to be a general problem in the St. Louis Public Schools with completing the testing process for students recommended for special programs. The result of this is that available services are not being delivered to students who need them as promptly as should be the case. When such special services (such as programs for gifted students) are designed to work in concert with the magnet focus, delays of this nature can impede thorough implementation of the magnet focus.

Intensified recruitment and retention efforts are clearly needed to encourage greater participation on the part of white county students in City magnet schools. Efforts in this direction would also be enhanced by finalizing plans for new and expanded programs much earlier than has occurred in the past. With this, the City should have ample lead time to develop and implement expanded recruitment efforts. To the extent that voluntary compliance with desegregation will succeed, those involved need to have accurate, complete and timely information.

DATA MANAGEMENT ACTIVITIES

During the second year of the Settlement Agreement, the VICC continued its own data management services. An additional micro-computer was purchased to handle overflow from the Exxon 520 computer. Software, program, and data base development continued. Data bases developed to date include:

1. City to county transfer students enrolled.
2. County to city transfer students enrolled.
3. Students who withdrew from the program.
4. City to county applications for transfer.
5. County to city applications for transfer.
6. Staff exchange/transfer applications.

From these core data bases, reports were generated to support the operations of the VICC office. These reports included general data analysis on students in the program, as well as withdrawals from the program, applications processing, student accounting, and a variety of special projects. The following are examples of reports produced on a routine basis:

APPLICATIONS STATUS REPORT: Used to identify and track the status of applications being processed for interdistrict transfer, to respond to inquiries on status, and to check status when sending applications to districts for processing. So far, this has applied to city to county transfers only.

POOL REPORT: Used to identify the priority in which to process applications to county schools and to assure that the county district indicated by the applicant as first choice was granted on a first-come, first-served basis.

BEHAVIOR FORM REPORT: Used to follow-up on behavior forms that had not been returned by the student's current school so that the school could be contacted and forms requested. This applies to city-to-county transfers.

APPLICATIONS SENT TO DISTRICTS: Used to identify and calculate the applications that were sent to county districts for processing, to verify counts of applications sent by grade and to calculate pending requirements to meet county district goals for transfers.

MAGNET APPLICATIONS AND STATUS: Used to identify and track county applications for city magnet schools and to generate data for the Magnet Review Committee staff.

For student accounting purposes the following reports were produced on a routine basis:

ENROLLED STUDENTS BY DISTRICT: Used as a ready reference by VICC staff to verify enrollment with county districts, and to provide data on enrollment to VICC and the Court.

YEAR END REPORTS: Used to report to the Court data on academic progress, attendance, suspensions, expulsions, and special education referrals and services.

EXTRACURRICULAR ACTIVITIES PARTICIPATION SURVEY: Used to report to the Court participation by interdistrict transfer students in extracurricular activities at host districts.

WITHDRAWAL REPORT: Used to identify students who withdrew from the program and to analyze drop rates and reasons.

STAFF EXCHANGE/TRANSFER REPORT: Used to track the status of and process applications for staff exchanges and transfers.

Specific projects constituted a large part of data management staff. During the last year, projects included:

- Generating data for quarterly reports submitted to the Federal District Court.
- Generating data for the St. Louis Public Schools' reports to the Federal District Court.
- Analyzing parent, student and faculty questionnaires for the Magnet Review Committee staff.
- Analyzing data and assisting the Ecotran team contracted by the State of Missouri to study the system for transporting interdistrict transfer students.

- Assisting the State in selecting equipment and software for implementation of a new computer-based transportation routing system.
- Preparing to implement the VICC's responsibilities regarding the new computer-based transportation routing system.
- Designing reporting procedures for the Special School District to provide data to the VICC.
- Assisting participating districts in developing their own capabilities to utilize micro-computers to manage and analyze data on interdistrict transfer students.
- Developing new computer tools to analyze extracurricular activity participation and year-end reports on transfer students.
- Developing a data processing internship in cooperation with the Meramec Community College Data Processing Department. During this year, three students served internships at VICC. Each intern provided 120 hours work to receive three credit hours towards an Associate Degree in data processing.
- Developing a work-study placement in cooperation with the St. Louis County Technical Schools data processing training program. During this year, two students from North County technical school worked in the VICC office for six weeks and received credit towards a certificate in data processing.
- Providing data to the State Auditor's Office during an audit of the St. Louis Public Schools.

Activities for the coming year include: improvement of data base systems and report generation abilities and implementation of VICC responsibilities regarding the State's new computer-based transportation routing system.

RESEARCH

The VICC approved one new proposal for research during the 1984-85 school year and received the preliminary and final reports from Dr. Charles V. Willie and Mr. Michael K. Grady, whose research proposal had been approved during the 1983-84 school year in accordance with VICC guidelines that govern research (Policies, Procedures and Guidelines, Section 2, page 18).

On August 22, 1984, the VICC approved a research proposal submitted by a doctoral student, "Parent Choice Behavior in a Voluntary School Desegregation Plan." The intent of the study was to review student/parent choice processes and to provide feedback to the VICC about how parents make decisions, what information is valuable to them and if the school choice plan is attracting parents from varied backgrounds. The results of this research should be available by late summer 1985.

Dr. Willie and Mr. Grady submitted their preliminary report, "Perceptions of Participants in the Voluntary Interdistrict Transfer Program: A Descriptive Analysis of First-Year Desegregation Effects," H(3455)84, to the VICC in September, 1984. The final report, "Desegregating Schools in the St. Louis Metropolitan Area: An Analysis of First-Year Effects of a Voluntary Interdistrict Transfer Program," was submitted in February, 1985. The final report was filed by the St. Louis Public Schools, L(203)85.

The report presents an analysis of the perceptions of a random sample of students, their parents and teachers who participated in the implementation of the first year of the Agreement. The analysis is limited largely to the perceptions of a sample of county white students who attended special programs and magnet schools in the St. Louis Public Schools, black students from the City of St. Louis who attended suburban schools in 16 districts of the county during the 1983-84 school year, city and county teachers and parents, and members of

community organizations. Thus, this report presents information on persons who participated directly and indirectly in the voluntary interdistrict transfer program. One example of this "indirect participation" is the treatment of community perceptions of the transfer program presented in Chapter V.

Interviews, documentation and analysis took eight months. During that time interviews were being conducted by the researchers, data analyzed, a preliminary report prepared and a final report submitted. The researchers submitted the following series of recommendations on pages 118-120 of the final report:

- Magnet schools should be fully magnetized so that all courses, including special focus subjects and others, offer a high-quality education.
- Magnet schools should be retained as demonstrated and effective ways of achieving racial desegregation in education. Adequate funding should be made available immediately for the purpose of renovating the physical plant, providing adequate instructional materials, and the enrichment of learning opportunities, including both basic and specialized curricula.
- On-going planning is essential in determining the appropriate number, kind, and location of magnet schools that the St. Louis metropolitan area should establish and maintain.
- Magnet schools may screen applicants to determine whether their interests correspond with the special focus of the school but should accept students with a wide range of abilities, since their purpose is to provide a specialized and not an exclusive education.
- Suburban schools are obligated to accept city students whose abilities are within the range of their resident students, and should require tests to assist in academic placement only after transfer students have been admitted to a school district--thus avoiding any suspicion of ability screening.
- Transportation policy and practices, including the routing system, should be reviewed periodically and modified when circumstances warrant such attention. Careful scrutiny of

student transportation will prevent a repetition of the frustrations of the first year experience and, ultimately, lead to the successful long-term implementation of the settlement plan.

- Coordinators should be appointed in all suburban school districts that receive city transfer students to give oversight to the interdistrict desegregation program for the purpose of enhancing its effective operation.
- Immediate attention should be given to ways of increasing the morale of magnet school teachers in those schools which are reported as experiencing serious problems related to morale.
- Human relations workshops and seminars in multicultural education are necessary for teachers and other staff in city magnet schools that receive county students and for faculty in county schools that receive city students to help them overcome the racist tendency to ridicule, stereotype and falsely label students of racial and cultural groups that differ from their own.
- A policy study should be undertaken of effective ways that teachers and schools with transfer students have generated increased parental participation and whether these successful experiences can be generalized to others.
- The adjustment of city students new to county schools or of county students new to city magnet schools is made easier by an orientation experience that includes among other activities, visits to the new campus by students and parents, informational meetings, introduction of new students to "buddies" and host families. We strongly recommend that such support programs be introduced in school districts that do not currently sponsor them.

Those recommendations directed toward magnet schools shall be given attention by the Magnet Review Committee and the St. Louis Public Schools. The VICC Staff Development Subcommittee shall be reviewing the remaining recommendations and make suggestions on how inservice and staff development activities can address some of these recommendations. The VICC is

planning a major workshop for the fall of 1985. The audience and participants are to be administrators, teachers, and parents in the schools in the metropolitan area involved with inter-district transfer students. VICC staff is also preparing orientation packets for teachers and administrators. Included in these packets will be such materials as:

- 1) Handbook on integrated schooling.
- 2) Teacher behaviors that promote a positive classroom climate.
- 3) Suggestions for orientation activities.
- 4) Samples of classroom integration activities for teachers.
- 5) Tests for staff to examine their own attitudes.
- 6) Terminology of the most commonly used words by youths.

VICC is further encouraging each school that accepts transfer students to provide orientation meetings before school opens for all students along with the development of a variety of ongoing programs of support for both transfer students and parents.

The VICC Transportation Subcommittee shall closely monitor transportation, make reports regularly to the VICC, and scrutinize the transportation program to ensure that the State carries out its transportation obligations in a manner that enhances the interdistrict transfer program and does not hinder the efficient and effective transporting of all interdistrict transfer students.

SECTION III

YEAR-END DATA ANALYSIS

The Settlement Agreement states that the VICC "shall provide for the collection of data providing evidence of compliance and assurance of nondiscriminatory treatment" of interdistrict transfer students (Section IX.J.2.h.1, page 6). This section of the report will deal with data in the areas of attendance, promotions and retentions, suspensions and expulsions, withdrawals and reasons, special education referrals and services, and extracurricular activities.

Data will be reported for the total of all transfer students in each category. The data shall be reported in overall percentages, averages, or actual numbers and comparisons made with last year when appropriate. Some responses were not complete for all questions; thus responses reflect the totals as reported to the VICC. Tables 11, 12, 13 and 16 provide summary data on an individual school district basis on enrollment, attendance, promotions, retentions, suspensions, special education, and participation in extracurricular activities.

ATTENDANCE REMAINS HIGH!

Attendance for all transfer students was, for the most part, very commendable. The data substantiated that 87 percent of transfer students attended school 83 percent of the time (approximately 146 days out of the 175 days) and 75 percent of the students attended 90 percent of the time (156 days). This attendance rate is comparable to last year.

Tables 7a and 7b show attendance data for all students attending the full year. There is no comparable data available to VICC for resident students. Data taken for State records on

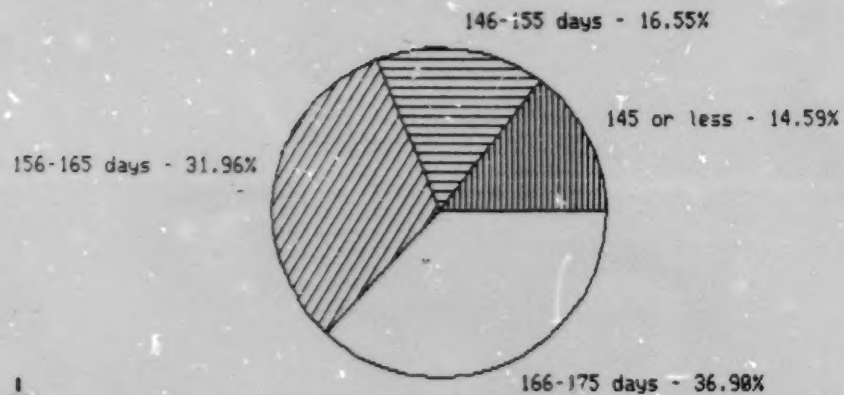
average daily attendance for school districts relies on attendance taken the last Wednesday in September. This is not a reliable indicator for the VICC of year-long attendance for students.

TABLE 7a
ATTENDANCE REPORT

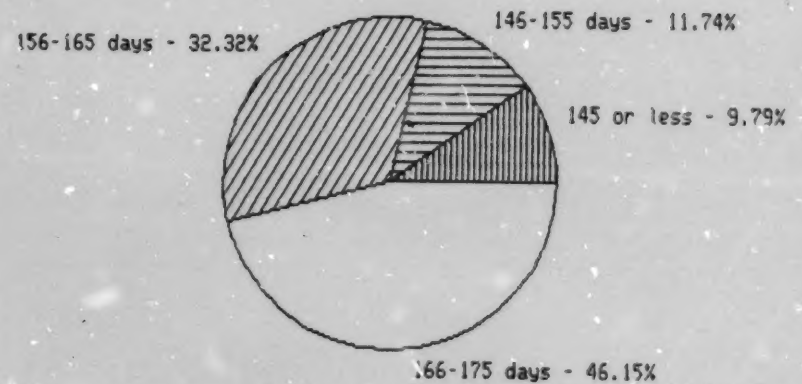
		<u>Grade Level</u>							
<u>Days</u>		<u>K-5</u>		<u>6-8</u>		<u>9-12</u>		<u>All Levels</u>	
166-175	807	36.9 %		684	46.15%	658	42.76%	2149	41.26%
156-165	699	31.96%		479	32.32%	483	31.38%	1661	31.89%
146-155	362	16.55%		174	11.74%	192	12.48%	728	13.98%
145 or less	<u>319</u>	14.59%		<u>145</u>	9.74%	<u>206</u>	13.38%	<u>670</u>	12.87%
Total Reports	2187			1482		1539		5208	

TABLE 7b
ATTENDANCE REPORT

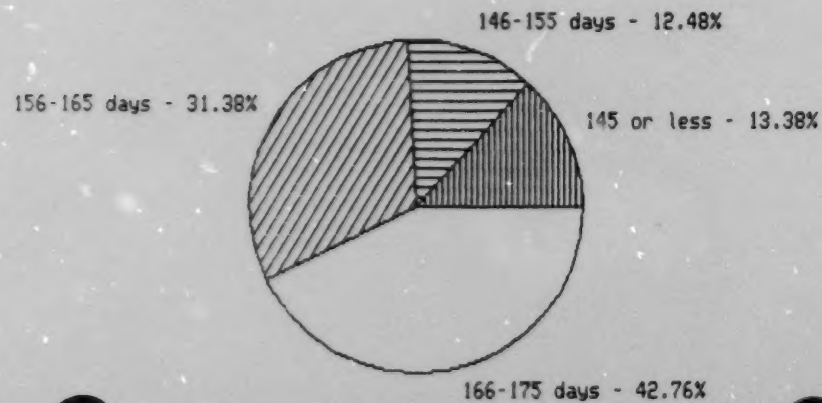
DAYS ATTENDED K-5TH GRADES



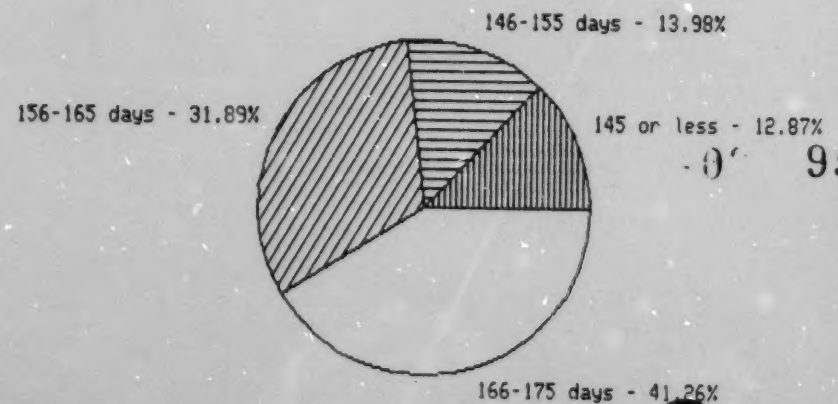
DAYS ATTENDED 6-8TH GRADES



DAYS ATTENDED 9-12TH GRADES



DAYS ATTENDED ALL GRADE LEVELS



PROMOTIONS/RETENTIONS

Table 8 reviews the promotions and retentions of students in the interdistrict transfer program. As is noted, 88 percent of the students overall were promoted (two percent less than last year) and 12 percent retained. The largest retention rate was at the high school level which is not uncommon in schools in the metropolitan area. Again this year, there were high school students who entered grades with not enough credits and were asked to repeat that grade to earn sufficient credits for graduation. One hundred twenty transfer students completed their school requirements and graduated this year.

We note from the high school reports returned to the VICC Office (1,539 reports) that 79 percent of those students who completed the year received five or more credits, an increase over last year's 63 percent. The average credits earned during the year was 4.75, the same as 1983-84. These data are meaningful at this time only from the standpoint that students need between 4.5 and five credits per year for promotion. Often students earn more than five credits. The range of credits earned this past year was from 0.5 to 8.5, about the same as last year. The VICC only has a comparison for two years. The increases and/or decreases in credits earned will be reported yearly with the hope that historical data will provide greater detail for examining the progress of multi-year participants in the program.

The VICC has no data on the academic growth of interdistrict transfer students and is unable to assess any achievement gains. The VICC would need more data from school districts in order to examine this aspect of the transfer students' experience.

TABLE 8

PROMOTIONS AND RETENTIONS
(1984-85)

<u>Grade Level</u>	<u>Total Reports</u>	<u>Number Promoted</u>	<u>Percent Promoted</u>	<u>Number Retained</u>	<u>Percent Retained</u>
K-5	2,010	1,818	90%	192	10%
6-8	1,422	1,313	92%	109	8%
9-12	<u>1,466</u>	<u>1,175</u>	<u>80%</u>	<u>291</u>	<u>20%</u>
TOTAL	4,898	4,306	88%	592	12%

The number of graduates reported this school year was 120.

SUSPENSIONS

The VICC has reviewed the suspension data reported by the schools that received interdistrict transfer students. The VICC is pleased to report that of the information received on interdistrict transfer students (including those who withdrew from the program during the school year), 91 percent of the students enrolled presented no major disciplinary concerns. There were 494 students who were suspended a total of 737 times. The duration of suspensions ranged from one day to four days or more. Overall this year, nine percent of transfer student received some kind of suspension and two were expelled. It is to be noted that a higher percentage of high school students was suspended than students at other grade levels. A survey of the districts participating in the Agreement indicated that this trend is similar to the suspensions of resident students.

Table 9a gives the number of suspensions and duration of suspensions. Table 9b explains in detail the number of students suspended, the number of days of suspension, grade levels, and overall percentages of students suspended. The reasons for suspensions varied greatly. Primarily, students were suspended for fighting, truancy, inappropriate behavior, and theft. In some cases, students were suspended because of safety violations en route to and from school.

TABLE 9a
SUSPENSIONS
(1984-85)

Grade Level	NUMBER OF SUSPENSIONS BY DURATION				Total Suspensions	Total Number of Students Suspended	Reports Received	Percent of Students Suspended
	1 Day or Less	2 Days	3 Days	4 or More Days				
K-5	31	29	49	38	157	111	2187	5%
6-8	51	24	63	64	202	122	1482	8%
9-12	99	38	124	117	378	261	1539	17%
TOTALS	181	101	236	219	737	494	5208	9%

NOTE: This table includes students completing the 1984-85 school year and those who withdrew during the year.

TABLE 9b

REASON FOR SUSPENSIONS BY SCHOOL DISTRICT
(1984-85)

District	DURATION OF 3 DAYS OR LESS							DURATION OF 4 DAYS OR MORE							TOTAL SUSPENSIONS
	Fighting	Insubor- dination	Failure to Attend Detention	Theft	Inappro- priate Behavior	Tuancy	TOTAL 3 Days or Less	Fighting	Insubor- dination	Failure to Attend Detention	Theft	Inappro- priate Behavior	Tuancy	TOTAL 4 Days or More	
Arlton	9	3	2	3	7	1	29	8	0	0	0	2	0	10	39
Bayless	14	0	0	1	8	1	24	5	0	0	0	1	0	8	32
Brentwood	2	0	7	0	4	0	18	0	0	0	0	3	0	3	21
Clayton	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Hancock Place	10	7	0	1	3	0	21	5	0	0	0	9	0	14	35
Hazelwood	1	0	3	0	4	0	8	0	0	0	0	2	0	2	10
Kirkwood	2	0	1	4	2	1	10	3	0	0	0	1	0	4	14
Ladue	6	0	1	0	1	1	9	0	0	0	0	0	0	0	9
Lindbergh	15	15	0	1	29	0	60	11	0	0	6	0	0	17	77
Mehlville	26	1	7	2	25	8	69	9	0	0	0	10	0	19	88
Parkway*	17	1	0	8	44	7	77	16	1	0	9	28	1	55	132
Pattonville	12	0	35	0	15	4	66	8	0	0	2	11	0	21	87
Riverside	13	3	0	2	11	1	27	6	0	0	5	13	0	24	51
Rockwood	29	1	3	1	14	0	48	2	0	0	0	8	0	10	58
St. Louis	0	0	0	0	4	10	14	2	0	0	0	3	0	7	21
Valley Park	4	0	10	0	24	0	38	2	0	0	0	3	0	7	45
Webster Groves*	6	0	0	1	2	0	9	2	0	0	1	1	3	8	17
TOTALS	172	33	69	24	197	34	529	82	3	0	23	97	4	209	737

*Each District reported one expulsion this year.

BEST COPY

Pupil Transportation Safety Violations

The Desegregation Transportation Office collects copies of Pupil Transportation Safety Violation Reports, but has not developed a system for analysis of violation trends and action taken towards violators. The Assistant Director of Pupil Transportation allowed VICC data management staff to review Desegregation Transportation Office records on pupil safety violations for inclusion in the VICC's annual report. This was done with fair warning that the reports were unorganized and sometimes unreadable carbon copies. Upon review of the condition of the box of forms, it became clear that this attempt to extract data from the pupil safety violation reports would be limited to trend analysis of the types of violations and action taken as a result of the violation.

In the future, VICC staff intends to work with the Desegregation Transportation Office to develop a systematic approach to compiling data on violations and provide a more detailed analysis in the next annual report. The desired analysis would include the types of violations reported and action taken tabulated by bus route, contractor, district and school building. This analytical approach would provide the VICC, the Transportation Subcommittee, and host districts with a comprehensive view of violations and actions. The level of analysis will allow for the development of policies and programs by VICC and host districts to consistently and fairly deal with violations.

For the 1984-85 school year, the analysis is limited only to trends in violations and action taken. The desired analysis cannot be done this year because of the condition of the violation reports. It is a fact that violations do occur and that at times students are suspended from transportation and often miss school as a result. It is obvious that if the transportation system is to remain safe, the rules must be followed and standards of behavior maintained on buses.

Based on a limited analysis of 3,642 Pupil Transportation Safety Violation Reports available, the trends in violations and action taken are as follows:

<u>DESCRIPTION OF VIOLATION</u>	<u>NUMBER OF REPORTS CHECKED*</u>	<u>PERCENT OF VIOLATIONS CHECKED</u>
Moving around while bus in motion	2,080	21.7%
Unusual loud talking/undue noise	1,710	17.9%
Disturbing others	1,581	16.6%
Scuffling or fighting	1,339	14.0%
Using obscene language	865	9.0%
Other	782	8.3%
Sticking heads/hands out of window	426	4.4%
Littering on the bus	342	3.6%
Throwing objects out of window	239	2.5%
Tampering with bus or bus equipment	181	1.9%
Smoking on the bus	14	--
	<u>9,559</u>	<u>100%</u>

*Reports often had more than one violation checked.

<u>ACTION TAKEN</u>	<u>NUMBER OF REPORTS CHECKED</u>	<u>PERCENT OF ACTIONS CHECKED</u>
Conference with student	1,510	53.0%
Letter to parent	672	23.7%
Telephone call to parent	341	12.0%
Suspension from bus	222	7.8%
Conference with parent	96	3.4%
	<u>2,841</u>	<u>100%</u>

WITHDRAWALS

Student withdrawals are anticipated yet always a concern for schools. It is the desire of the VICC staff to carefully track withdrawals and work on decreasing the number as much as possible by encouraging conferences prior to withdrawal, developing a more effective reporting system, and working on those factors indicated by students as reasons for withdrawal.

Overall, the withdrawal rate for participants in the interdistrict transfer program for 1984-85 is ten percent across the board, comparable to last year at this time. While the percentage of students withdrawing remains the same as last year, there are concerns that school districts need to address. With increased numbers of interdistrict transfer students, the number of withdrawals will increase. These losses are students whom everyone has worked hard to recruit and integrate into the host school district. Much time and effort has been expended on these students, and their withdrawal is a personal as well as a financial loss. More effort needs to be made by all receiving school districts to examine reasons for withdrawals and try to decrease the number of withdrawals. Retaining as many students as possible will help districts meet and maintain their goals.

The withdrawal rate is higher for students transferring from the county to the city than for students transferring from the city to the county. (See Table 11 for individual district analysis and Table 10 for count by grade level.) Withdrawals occur for a number of reasons. As of April, 1985, VICC data indicate the following reasons for withdrawal:

<u>Reason</u>	<u>CITY TO</u> <u>Number</u>	<u>COUNTY</u> <u>Percent</u>	<u>COUNTY TO</u> <u>Number</u>	<u>CITY</u> <u>Percent</u>
Moving out of the area or to a district where trans- fer is not available	89	21%	37	21%
Returned to home district	69	17%	25	14%
Transportation problem	77	19%	14	8%
Enrolled in a city magnet or private school	24	6%	2	1%
Other*	101	24%	35	20%
Not reported to VICC	<u>55</u>	<u>13%</u>	<u>65</u>	<u>36%</u>
TOTAL	415	100%	178	100%

*Includes: personal, discipline, academic, attendance, parent request, wanted all-day kindergarten, did not return and quit.

Table 10 gives the data on withdrawals for the past school year by grade levels.

TABLE 10

WITHDRAWALS BY GRADE LEVEL
THROUGH APRIL, 1985

Grade Level	Number of Students	
	Withdrawals from County Districts	Withdrawals from City Magnets
K	4	4
1	28	5
2	22	8
3	16	16
4	21	10
5	25	5
6	31	20
7	32	23
8	25	13
9	94	21
10	70	24
11	36	19
12	<u>11</u>	<u>10</u>
TOTAL	415	178

Total withdrawals through April, 1985 were 593.

TABLE 11

**SUMMARY YEAR-END DATA REPORT: BY DISTRICT
(1984-85)**

DISTRICT	ENROLLMENT		Percent Dropped	ATTENDANCE*	PROMOTIONS*	RETENTIONS*	SUSPENSIONS*	
	Enrolled	Withdrawn		(Full Year) Average/175 Days			Total Days	Total Students
Affton	165	13	7	159	152	9	125	27
Bayless	115	13	10	159	84	21	104	24
Brentwood	128	5	4	167	93	10	37	17
Clayton	169	9	5	165	156	8	6	1
Hannock Place	146	8	5	161	111	32	130	31
Hazelwood	106	10	9	167	77	30	111	6
Kirkwood	248	29	10	160	172	41	129	13
Ladue	136	9	6	164	122	10	14	7
Lindbergh	352	17	5	160	295	48	262	40
Mehlville	476	95	17	158	369	80	272	58
Parkway	1073	102	9	160	872	112	614	101
Pattonville	454	29	6	156	421	17	289	44
Ritenour	469	25	5	158	442	8	239	38
Rockwood	527	28	5	152	433	83	218	40
St. Louis	447	178	28	148	323	53	104	17
Valley Park	91	7	7	159	80	10	104	20
Webster Groves	215	16	7	158	186	20	85	11

*Numbers based on forms returned by Districts not on total enrollment.

SPECIAL EDUCATION

Referrals

During the 1984-85 school year, a total of 407 interdistrict students transferring to county schools were referred for special educational services. Of that number, 375 students were city-to-county transfers and 32 were county-to-city transfers. Of the 4,870 city-to-county students in April, 1984, eight percent were referred for diagnosis. Of the 447 county-to-city transfers, seven percent were served by St. Louis.

Services

Table 12 shows special education services provided to interdistrict transfer students by the Special School District or the receiving school district.

Table 13 gives the details of special education services provided by the Special School District.

TABLE 12

SPECIAL EDUCATION SERVICES
VOLUNTARY TRANSFER STUDENTS
(1984-85)

CITY-TO-COUNTY TRANSFERS

Receiving Services From Special School District:

Referrals	375
Completed Evaluations	274
Student Receiving Services	241

Receiving Other Special Services From Host Districts:

<u>Service</u>	<u>Number of Students</u>
Speech/Language	7
Reading/Spelling	32
Math/Writing	2
Extended Resources	1
General	1
Gifted	<u>2</u>
TOTAL	45

COUNTY-TO-CITY TRANSFERS

Students Receiving Services	32
-----------------------------	----

TABLE 13

SPECIAL SCHOOL DISTRICT
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS
(SCHOOL YEAR 1984-1985)

REFERRALS FOR EVALUATION

<u>DISTRICT</u>	<u>CARRYOVER 1983/84</u>	<u>NEW 1984/85</u>	<u>TOTAL</u>	<u>COMPLETED</u>	<u>PENDING 1985/86</u>
AFFTON	1	8	9	4	5
BAYLESS	0	7	7	4	3
BRENTWOOD	0	10	10	5	5
CLAYTON	4	15	19	12	7
HANCOCK PLACE	0	9	9	0	9
HAZELWOOD	0	6	6	5	1
KIRKWOOD	2	17	19	15	4
LADUE	2	3	5	5	0
LINDBERGH	5	19	24	16	8
MEHLVILLE	2	45	47	38	9
PARKWAY	13	107	120	84	36
PATTONVILLE	5	39	44	29	15
RITENOUR	5	10	15	13	2
ROCKWOOD	7	59	66	28	38
VALLEY PARK	0	6	6	3	3
WEBSTER GROVES	<u>3</u>	<u>15</u>	<u>18</u>	<u>13</u>	<u>5</u>
TOTALS	49	375	424	274	150

SUMMARY:

TOTAL NEW REFERRALS 1984-85 SCHOOL YEAR: 375
 TOTAL COMPLETED EVALUATIONS 1984-85 SCHOOL YEAR: 274
 TOTAL CURRENTLY BEING SERVED BY SSD: 241

SUBMITTED BY: DOLORES ROBINSON,
 INTAKE SOCIAL WORKER -101-

SPECIAL SCHOOL DISTRICT
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS
(SCHOOL YEAR 1984-1985)

<u>DISTRICT</u>	<u>NO. CURRENTLY SERVED BY SSD</u>	<u>LEVEL OF SERVICE</u>
AFTON	5	RESOURCE/ITINERANT
BAYLESS	2	RESOURCE
BRENTWOOD	6	RESOURCE/ITINERANT
CLAYTON	14	RESOURCE/ITINERANT
HANCOCK PLACE	12	(1)PHASE 11/(11)RESOURCE
HAZELWOOD	5	RESOURCE/ITINERANT
KIRKWOOD	13	RESOURCE/ITINERANT
LADUE	5	RESOURCE/ITINERANT
LINDBERGH	14	(1)PHASE 11/(13)RESOURCE/ ITINERANT
MEHLVILLE	32	(1)PHASE 11/(2)PHASE 11 (29) RESOURCE/ITINERANT
PARKWAY	68	(5)PHASE 11/(63)RESOURCE/ ITINERANT
PATTONVILLE	28	RESOURCE/ITINERANT
RITENOUR	4	RESOURCE/ITINERANT
ROCKWOOD	22	(1)PHASE 11/(21)RESOURCE/ ITINERANT
VALLEY PARK	0	
WEBSTER GROVES	11	(1)PHASE 11/(10)RESOURCE/ ITINERANT
TOTAL	241	

SPECIAL SCHOOL DISTRICT
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS
(SCHOOL YEAR 1984-1985)

COMPLETED EVALUATIONS

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
AFFTON	4	1-LD 2-DROPPED* 1-SPEECH/LANG./LD/BD
BAYLESS	4	1-LD 1-LD/BD 1-NONHANDICAPPED 1-DROPPED**
BRENTWOOD	5	3-LD/LANGUAGE 1-LD/SPEECH 1-DROPPED***
CLAYTON	12	1-BD/LD 1-BD/LD/LANG. 3-LD 4-BD 2-DROPPED*** 1-DROPPED****
HANCOCK PLACE	00	
HAZELWOOD	5	1-LD/LANGUAGE 1-SPEECH/LANG./BD/LD 2-LD 1-DROPPED***
KIRKWOOD	15	3-LD/LANGUAGE 3-NONHANDICAPPED 6-LD 2-DROPPED*** 1-DROPPED**
LADUE	5	1-LD/LANGUAGE 1-LANGUAGE IMPAIRED 2-LD 1-BD
LINDBERGH	16	1-BD/SPEECH 2-LANGUAGE IMPAIRED 2-DROPPED*** 3-NONHANDICAPPED 3-LD/Language 4-LD 1-BD

SPECIAL SCHOOL DISTRICT
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS
(SCHOOL YEAR 1984-1985)

COMPLETED EVALUATIONS

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
MEHLVILLE	38	10-NONHANDICAPPED 11-LD 3-BD 2-LD/BD 2-LD/SPEECH/LANG. 2-LD/LANGUAGE 2-DROPPED*** 2-DROPPED**** 1-DROPPED* 1-LANGUAGE IMPAIRED 1-BD/LANGUAGE 1-LD/BD/LANG.
PARKWAY	84	14-LD/LANGUAGE 22-LD 16-NONHANDICAPPED 8-LD/BD 8-BD 2-DROPPED**** 2-DROPPED*** 1-DROPPED** 2-LD/SPEECH/LANG. 2-LD/BD/LANG. 1-BD/SPEECH/LANG/MENTAL HEALTH R. 1-PHYSICALLY IMP./MENT.RETARD./ SPEECH 1-HEALTH IMP./PHYS. IMP./VISION 1-BD/SPEECH 1-LANGUAGE IMPAIRED 1-MENTALLY RETARDED 1-DEFERRED
PATTONVILLE	29	8-BD 1-NONHANDICAPPED 5-LD 4-LD/LANG. 5-DROPPED**** 2-DROPPED*** 2-DROPPED** 1-BD/LANG. 1-LANGUAGE IMPAIRED
RITENOUR	13	5-LD 4-NONHANDICAPPED 1-LD/SPEECH 1-LD/LANG. 1-BD 1-DROPPED***

SPECIAL SCHOOL DISTRICT
REPORT FOR VOLUNTARY INTERDISTRICT STUDENTS
(SCHOOL YEAR 1984-1985)

COMPLETED EVALUATIONS

<u>DISTRICT</u>	<u>NO. COMPLETED</u>	<u>DIAGNOSES</u>
ROCKWOOD	27	6-LD 5-LD/LANG. 4-NONHANDICAPPED 4-DROPPED*** 1-DROPPED** 1-LANGJAGE IMPAIRED 1-LANG./LD/BD 1-DEFERRED 2-LD/SPEECH/LANG. 1-BD 1-LD/SPEECH
VALLEY PARK	3	1-LD 2-NONHANDICAPPED
WEBSTER GROVES	13	3-LD/LANG. 2-LD 2-DROPPED*** 1-DROPPED * 1-NONHANDICAPPED 1-LANG./BD 1-LD/SPEECH 1-BD 1-BD/LD

DROPPED CODE:

PARENT REFUSAL *
STUDENT IMPROVING **
LEFT SCHOOL ***
INAPPROPRIATE REFERRAL ****

EXTRACURRICULAR ACTIVITIES

All interdistrict transfer students have been encouraged to fully participate in all school programs, including extracurricular activities and any other school-sponsored programs. We are pleased to report that, during the 1984-85 school year, many students were involved in a variety of extracurricular activities at all levels. In late spring, all students were surveyed about their involvement in extracurricular activities. The survey was distributed to school districts in late March and returned to the VICC office in early May. The desegregation coordinators in each district were responsible for distributing the survey to interdistrict transfer students for completion and for collecting the surveys to be returned to the VICC office. This year, 84 percent of the transfer students completed and returned survey forms.

All school districts are commended for encouraging extracurricular participation for transfer students. After two years, the trend for such participation appears to be excellent. Table 14 shows the number of activities participated in by students by district. Table 15 shows the number of participants by district. Table 16 shows the popularity of activities.

Activities

Elementary Students

The activities in which students were involved at this level were divided into the following categories: academic, cultural, athletic and other. Academic areas covered computer programs, foreign languages, outdoor education, science fairs, teacher assistance of some kind, library work and mini courses.

In the cultural area, students participated in field trips, instrumental music, chorus, art programs, performance programs and St. Louis Symphony programs.

In sports, students took part in gymnastics, basketball, track and field, soccer and baseball.

Other activities in which students participated were as class officers, as members of the student council and in camping, scouting and various clubs.

Middle School Students

For the middle school students, activities in the academic area included book clubs, computer programs, gifted programs, foreign languages, teacher assistance, debate and black literature clubs. The cultural activities consisted of drama, band, dance, chorus and art. Sports included basketball, football, softball, volleyball, wrestling, swimming, intramurals, soccer, field hockey, tennis, track, weightlifting and cross-country. Other activities mentioned were chess and checkers, working on school newspapers, aerobics, cheerleading, student council, pom-pom squad, various clubs, class officer, patrol, teacher assistance and student of the year.

High School Students

High school students were equally involved in extracurricular activities. At the high school level, the academic activities included foreign language programs, black awareness, and computer, gifted and debate activities. In the cultural area, students participated in drama, music and dance. They participated heavily in sports including baseball, basketball, football, track, tennis, softball, volleyball, soccer, field hockey, wrestling, water polo and weightlifting. Other activities included participation as cheerleaders, class officers, pep club, newspaper staff, talent show members, and student council and club members. (See Table 16 for more details.)

Participation Increases!

Of the 5,317 active interdistrict transfer students in April, 1985, 4,458 (84 percent) completed and returned survey forms. There were 2,871 students reporting participation in extracurricular activities. (See Table 14 for more details.) The survey results show an increase in the number and percentage of transfer students participating in extracurricular activities. During the 1983-84 school year, 46 percent (1,355) of the transfer students reported they had participated in extracurricular activities. During the 1984-85 school year, 54 percent (2,871) of the transfer students reported participation. This is very encouraging.

In addition to increased participation overall, there has also been a reported increase in the number of transfer students participating in three or more activities. During the 1983-84 school year, 27 percent (366) of the transfer students reported participation in three or more activities. During the 1984-85 school year, 34 percent (989) of the transfer students reported participation in three or more activities. This also is encouraging.

It is well documented (Allport, 1985; American College Testing Survey, 1957) that participation in extracurricular activities by students strengthens race relations, improves student morale and helps to improve academic achievement. The increase in reported participation in extracurricular activities is a positive step toward the integration of transfer students into their new schools.

The increase in the number of students in the interdistrict transfer program and the increasing number of participants in extracurricular activities will increase the responsibilities of desegregation coordinators, school principals, and transportation staff. Districts must look ahead and review the systems now in place to coordinate extracurricular activity participation and transportation and prepare for growing numbers of

transfer students participating in activities. The Desegregation Transportation Office should anticipate and prepare for a more complex, responsive and flexible extracurricular activity transportation system.

TABLE 14

**PARTICIPATION IN EXTRACURRICULAR ACTIVITIES
(1984-85)**

<u>GRADE LEVEL</u>	<u>NUMBER OF ACTIVITIES</u>				<u>Total Participation</u>
	<u>None</u>	<u>One</u>	<u>Two</u>	<u>Three or More</u>	
Elementary	723	556	274	306	1,136
Middle	336	252	226	444	922
Senior High	<u>528</u>	<u>327</u>	<u>247</u>	<u>239</u>	<u>813</u>
All Levels	1,587	1,135	747	989	2,871

TABLE 15

**SUMMARY OF EXTRACURRICULAR/AFTER-SCHOOL ACTIVITY PARTICIPATION BY DISTRICT
(1984-85)***

	<u>K - 5</u>		<u>6 - 8</u>		<u>9 - 12</u>		<u>K - 12</u>	
<u>District</u>	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>	<u>Total Returned</u>	<u>Total Participated</u>
Affton	54	41	53	43	58	39	165	123
Bayless	46	20	31	17	34	23	111	60
Brentwood	53	52	25	11	38	29	116	92
Clayton	91	57	44	34	35	27	170	118
Hancock	63	30	50	40	31	25	144	95
Hazelwood	21	9	49	32	34	27	104	68
Kirkwood	76	26	60	26	99	36	235	88
Ladue	42	23	28	23	58	34	128	80
Lindbergh	136	90	104	80	87	53	327	223
Mehlville	162	76	103	68	177	91	442	235
Parkway	283	193	201	178	177	115	661	486
Pattonville	189	142	123	101	84	48	396	291
Ritenour	149	69	188	61	149	78	486	208
Rockwood	253	116	179	115	87	63	519	294
St. Louis	98	84	73	52	104	69	275	205
Valley Park	41	29	23	17	22	12	86	58
Webster	102	79	25	24	27	44	194	147

*Numbers based on forms returned by districts, not on total enrollment.

TABLE 16

POPULARITY OF ACTIVITIES (1984-85)*

ELEMENTARY SCHOOL (K-5)		MIDDLE SCHOOL (6-8)		SENIOR HIGH (9-12)	
<u>Activity</u>	<u>Number Participated</u>	<u>Activity</u>	<u>Number Participated</u>	<u>Activity</u>	<u>Number Participated</u>
Computer Training	662	Basketball	324	Basketball	250
Plays/ Performances	422	Baseball	198	Track & Field/ Running	232
Science Fair	187	Football	160	Football	212
Instrumental Music/Band	156	Plays/ Performances	156	Weightlifting	135
Chorus	140	Track & Field/ Running	148	Chorus	88
Gymnastics/ Tumbling	112	Chorus	145	Clubs (Various)	81
Track & Field/ Running	104	Teacher Assistant	136	Baseball	70
Soccer	76	Science Fair	131	Teacher Assistant	62
Basketball	68	Clubs (Various)	122	Drama	56
Baseball	66	Instrumental Music/Band	115	Plays/ Performances	54
School Newspaper	50	Gymnastics	104	Foreign Language	52
Scouts	39	Drama	71	Wrestling	49

*Includes top twelve activities by grade level.

SECTION IV

CONCLUSIONS

This report has attempted to accurately reflect the implementation of the student transfer and teacher exchange provisions of the Agreement as well as to report on other aspects of the Agreement for which the VICC has administrative and oversight responsibilities.

At the completion of the program's second year, several issues and concerns need to be addressed by all participants.

ISSUES TO BE ADDRESSED

Transportation

There were numerous problems with the transportation of students at the beginning of the year and throughout the school term. Procedures have been refined and equipment updated with the intent of providing better transportation for interdistrict transfer students in the future. It is extremely important that the VICC monitor the transportation system to ensure that transfer students are provided transportation sufficient to meet their needs so that they can fully participate in school-related activities. Once the State's new computer system is fully operational, the VICC Transportation Subcommittee will have more comprehensive information on length of rides, route changes, late buses, and other operational information relevant to a transportation system required to implement the Agreement. The transportation system must become more effective, or the program will lose transfer students both for daily transportation and extracurricular activities. The VICC believes that it should be the body to set procedures for implementing appropriate transportation in accordance with the Agreement.

The VICC staff has been providing parents with transportation to special education evaluations and conferences. This is appropriate if a VICC staff member is needed at the conference to provide support and assistance to parents. However, school districts need to appropriate funds to arrange such transportation for parents to these sessions and for other emergencies when parents have no other means of transportation to get to the schools. It is not cost efficient for VICC counselors to be used in this manner.

Staff Exchanges and Transfers

Exceptional efforts were made this past year by the Staff Exchange/Transfer Subcommittee to encourage participation in the Teacher Exchange/Transfer Program. At the time of this publication, there were seven teacher transfers in place for the 1985-86 school year. It is encouraging that more teachers are applying for this experience; yet there is still difficulty in getting them placed in a school district. While the interest of staff in this program is increasing (55 applications for an exchange or transfer presently on file at the VICC office), there is very little movement in placing exchange/transfer teachers. The VICC can recruit for interested teachers, yet it is the responsibility of the school districts to complete placements. School districts need to take a more active role in trying creative ways to accommodate such requests from teachers.

Matching Requests for Student Transfers with Spaces

Each school district notifies the VICC of the number of anticipated spaces available at each grade level for the following school year. More flexibility in accepting students at all grade levels would enhance the implementation of this component of the Agreement. The VICC office received many requests for transfers from students at grade levels the school

district of choice had not opened spaces. As of April, 1985, the VICC had over 500 high school applicants who could not be placed. With increased flexibility, more transfer students could be accommodated and non-enforceable goals would be met sooner.

One way the VICC has addressed this issue is by providing data on grade levels of available applicants to county school districts, especially those districts having trouble meeting their targets. VICC strongly encourages those districts to reconsider their grade level preferences. All students accepted henceforth will count towards final goals.

Coordinating Recruitment Efforts

Recruitment activities for city and county students were not coordinated this year. Extensive recruitment in both the city and the county needs to begin early. Earlier recruitment would lead to early applications and acceptances and could help facilitate transportation arrangements. All recruitment brochures need to be mailed at the same time, and acceptances to city magnet schools should be coordinated with acceptances to county schools. With additional staff the St. Louis Recruitment and Counseling Center will be able to get heavily involved in recruitment in county schools and be available to students and parents.

It is also important to target recruitment efforts in those areas that bring the best results; i.e., mailings, radio announcements, school newsletters in both the city and county that go to all homes, and person-to-person contact.

One serious problem that needs to be addressed is the kind of mailing information county districts give to St. Louis for mailing magnet brochures. The VICC needs to receive computer-generated labels from all county school districts in order to facilitate recruitment responsibilities. This year the VICC received some labels, some hand-addressed materials, and some lists. The VICC is willing to work with school districts to get

the same kind of labels from all school districts, such as those available from St. Louis Public Schools.

Withdrawals

The VICC staff are concerned that transfer students withdraw from schools when they may have been assisted or provided additional encouragement to stay at their school of choice, both in the city and in the county. Appendix E, page 96 outlines procedures that school districts can use to retain transfer students. The VICC staff, with the assistance of St. Louis Recruitment and Counseling Center staff, would like to focus on retaining city transfer students in county schools and retaining county transfer students in city schools.

Arrangements are in process for a VICC staff member to work with districts and parents when necessary to help retain students, define the major problems and determine how school districts can address the key issues to make the transfer successful enough to keep the child who is bordering on change. It may take one person in each school district who can do precounseling or follow-up with students or any intervention necessary when a student is considering withdrawing from school.

In many instances, attention can help retain the parent and child in the program, although at times the decision has already been made and the family intends to return to its home district. Also, it is very important that all school districts assume more responsibility for alerting staff that withdrawal procedures are in place and stress that efforts should be made to complete a withdrawal form on every student who withdraws from the program. VICC procedures specifically state that "No student may withdraw from a host school district and re-enroll in his/her home school district without notification to the host school staff and VICC staff, and without completing a withdrawal form." (Policies, Procedures, and Guidelines, Section 4, page 9) The VICC office has not received a response on the reason for withdrawal on

several occasions (see Section III, Withdrawals, page 96). This is due to the fact that the school districts did not fill out the withdrawal form. All parties involved will benefit from having this information so that issues can be identified and addressed.

Meeting Special Needs of Students

School districts are dealing with issues and circumstances new to them in many instances. The VICC stands ready to assist them in addressing new problems, finding alternative resolutions in becoming successful with students, addressing cultural understandings and needs, and assessing student growth in many areas. Teachers need new tools to successfully work within the multi-cultural environment in which they now find themselves, and teachers need school district support as they develop expanded teaching techniques and styles.

Through concentrated efforts on staff education, services to the transfer students may be improved, thereby improving the quality of education for all students. The VICC staff can provide assistance for some staff development programs, but school districts, more importantly, must recognize the need for such programs and then become instrumental in their implementation.

APPENDIX A

VICC MEMBERSHIP AND SUBCOMMITTEES

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)

1984-85

REPRESENTATIVE

Mrs. Gay Tompkins
Coordinator, Student Services
School District of Affton

Mr. George E. Baxter, Supt.
Bayless School District

Mr. Doug Cormack, Prin.
Brentwood School District

Dr. George W. Fairgrieve
Assistant Superintendent
School District of Clayton

Dr. Daniel B. Keck, Supt.
Ferguson-Florissant School
District

Mr. Robert Bauer
Coordinator, Student Services
School District of Hancock Place

Mr. Thomas J. Lawson, Supt.
Hazelwood School District

Dr. W. William Bell, Asst. Supt.
School District of Jennings

Mr. Bernard Reinert, Member
Kirkwood Board of Education

Dr. Elma Armistead, Assoc. Supt.
Lindbergh School District

Dr. Charles D. McKenna, Supt.
School District of the City of Ladue

Mr. Jerry L. Elliott, Jr.
Assistant to the Superintendent
Maplewood-Richmond Heights Sch. Dist.

Dr. Marvin V. Anthony
Desegregation Coordinator
Mehlville School District

ALTERNATE

Dr. Norman D. Brust, Supt.
School District of Affton

Mr. Raymond O. Schwerdt, Prin.
Bayless School District

Dr. Raymond E. Bentz, Supt.
Brentwood School District

Dr. Geoffrey Morrison
Director of Personnel
School District of Clayton

Dr. Robert Fritz, Asst. Supt.
Ferguson-Florissant School
District

Mr. Roger Brodbeck, Supt.
School District of Hancock Place

Mr. Jean E. Baker, Asst. to Supt.
Hazelwood School District

Dr. Elmer Belsha, Supt.
School District of Jennings

Dr. Thomas N. Keating, Supt.
Kirkwood School District

Mrs. Mary Clyburn, Coordinator
Pupil Personnel Services
Lindbergh School District

Dr. Elizabeth F. Schwartz
Assist. to Supt. for Admin.
School District of the City of Ladue

Mr. Robert E. Moore, Principal
West Richmond Elementary School

Mr. Charles R. Gartner, Director
Pupil Personnel Services
Mehlville School District

Mr. Donald Paulsen
Director, Curriculum/SPS
Normandy School District

Dr. Leonard T. Burns, Supt.
Parkway School District

Mrs. Trenay Overall-Wallace
Desegregation Coordinator
Pattonville School District

Dr. Gerald M. Sandweiss, Ast. Supt.
Ritenour School District

Dr. Edwin J. Benton, Supt.
Riverview Gardens School District

Mr. Tom J. Krebs, Asst. to Supt.
Rockwood School District

Mr. Glenn A. Campbell, Director
Desegregation Monitoring Office
St. Louis Public Schools

Dr. Harold W. Dodge, Supt.
School District of University City

Mr. Philip Wedel
Desegregation Coordinator
Valley Park School District

Dr. Jeff Orloff, Coordinator
Elementary Education
Webster Groves School District

Dr. Ronald Stodghill, Supt.
Wellston School District

Mrs. Joan Solomon
Director, Urban Education
Department of Elementary and
Secondary Education

Mrs. Minnie Liddell
Liddell Plaintiffs

Dr. James A. DeClue
NAACP

Dr. James E. Westbury, Supt.
Normandy School District

Mrs. Gail Y. Allmon, Admin. Asst.
Parkway School District

Dr. Donn W. Gresso, Supt.
Pattonville School District

Dr. John W. DeArman, Supt.
Ritenour School District

Dr. George E. Kiser, Asst. Supt.
Riverview Gardens School District

Dr. William R. Foster, Supt.
Rockwood School District

Dr. Dolores H. Longley
Desegregation Monitoring Office
St. Louis Public Schools

Mr. Gary L. Dwyer, Asst. Supt.
School District of University City

Ms. Lana Vlahiotis
Curr./Inst. Manager
Valley Park School District

Dr. Max Wolfrum, Supt.
Webster Groves School District

Mr. Leonard B. Marks
Coordinator of Curriculum
Wellston School District

Mr. Dennis Hamann, Assistant Director
Desegregation Transportation Office

Mr. Doc Netterville
Liddell Plaintiffs

Mrs. Odessa W. Farrell
NAACP

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL (VICC)

SUBCOMMITTEES

1984-85

POLICIES AND PROCEDURES SUBCOMMITTEE

Dr. Dolores H. Longley, St. Louis Public Schools,
Chairperson
Dr. Elma Armistead, Lindbergh
Mr. Jean E. Eaker, Hazelwood
Dr. Robert Fritz, Ferguson-Florissant
Mrs. Odessa W. Farrell, NAACP
Mr. Doc Netterville, Liddell Plaintiffs
Mrs. Joan Solomon, DESE
(Mrs. Gay Tompkins, Affton, Liaison)

STAFF DEVELOPMENT SUBCOMMITTEE

Mr. Jerry L. Elliott, Jr., Maplewood-Richmond Heights,
Chairman
Dr. Marvin V. Anthony, Mehlville
Mrs. Trenay Overall-Wallace, Pattonville
Dr. Gerald M. Sandweiss, Ritenour
Mrs. Joan Solomon, DESE
Ms. Gladys Stannard, Rockwood

STAFF EXCHANGE/TRANSFER SUBCOMMITTEE

Mr. Doug Cormack, Brentwood, Chairman
Ms. Liz Calvin/W. L. Moore, DESE
Dr. Philip Graham, Parkway
Dr. John L. Hardin, Lindbergh
Mr. Robert Purcell, Kirkwood
Mr. John Rencher, St. Louis Public Schools
Mrs. Gay Tompkins, Affton
Mrs. Chris Wright, Ritenour

TRANSPORTATION SUBCOMMITTEE

Mr. Tom J. Krebs, Rockwood, Chairman
Dr. Marvin V. Anthony, Mehlville
Mr. Robert Bauer, Hancock Place
Mrs. Odessa W. Farrell, NAACP
Mr. Philip Graham, Parkway
Mr. Dennis Hamann, DESE
Mr. Doc Netterville, Liddell Plaintiffs
Mr. Eugene Uram, St. Louis Public Schools
Mr. Philip Wedel, Valley Park

MAGNET REVIEW COMMITTEE

Dr. Max Wolfrum, Webster Groves, Chairman
Mr. Richard F. Brown, Liddell Plaintiffs
Mr. Glenn A. Campbell, St. Louis Public Schools
Dr. George Fairgrieve, Clayton
Dr. Dolores H. Longley, St. Louis Public Schools
Dr. Gerald M. Sandweiss, Ritenour
Mrs. Joan Solomon, DESE

APPENDIX B

RECRUITMENT AND PUBLICITY

WHICH SCHOOL DISTRICT SHOULD YOU CHOOSE?

QUESTIONS PARENTS ASK

WHY SHOULD MY CHILD GO TO AN INTERDISTRICT SCHOOL?

- new opportunities
- new studies
- new friends
- parent's choice of school setting
- multi-cultural experiences

DO YOU HAVE A QUESTION?

- call the Voluntary Interdistrict Coordinating Council at 432-6079
- call the Metropolitan and Suburban Center at 771-6501

For answers to additional questions, see enclosed brochure.

WHO CAN TRANSFER?

- black students who attend predominantly black schools in St. Louis

WHAT DOES IT COST?

- there is no cost to parents who send their children to a district school

IS MY CHILD ELIGIBLE FOR TRANSFER?

- yes
- and there will be transportation home

HOW WILL MY CHILD GET TO SCHOOL?

- transportation is provided to school bus or nearest to you

A MORE EQUAL ACCESS TO EDUCATIONAL OPPORTUNITIES

Now, through the St. Louis Voluntary Interdistrict Transfer Plan, black students from St. Louis may transfer to most St. Louis County School Districts. Your child has a choice of attending 16 different districts which are accepting students from predominantly black schools in St. Louis. All transfers receive the same opportunities and services as resident students.

WHAT DO YOU DO TO APPLY?

- fill out one application for each child you wish to transfer (four enclosed)
- send it to the Voluntary Interdistrict Coordinating Council, Room 4150, Room 301, Louis MO 63111

TODAY

WHAT DOES THE ST. LOUIS SCHOOL DISTRICT DO?

- conduct tests to grade and test a child
- send your child during the summer
- send you child's school records
- arrange for transportation

THREE STEPS IN THE PROCESS

WHAT DOES THE VOLUNTARY INTERDISTRICT COORDINATING COUNCIL DO?

- put applications in date order as received
- ask the child's school for a transfer report
- send application and behavior report to a district school district as quickly as possible for placement

IT'S YOUR CHOICE

Take It!

BEST COPY AVAILABLE

New SCHOOL CHOICES

Available through The Voluntary Interdistrict School Desegregation Plan.



VOLUNTARY INTERDISTRICT COORDINATING COUNCIL

APPLICATIONS INSIDE

ANSWERS TO YOUR QUESTIONS REGARDING VOLUNTARY INTERDISTRICT TRANSFERS

10801 Clayton Road
St. Louis, MO 63131

Phone
1-800-391-2222



ANSWERS TO YOUR QUESTIONS REGARDING VOLUNTARY INTERDISTRICT TRANSFERS

Meeting the terms of the Settlement Agreement while providing for the educational and social needs of the transfer students has been the primary consideration of the St. Louis city and county school districts. These districts are committed to promoting the well-being of each student, and wish to further the understanding of the voluntary interdistrict transfer program.

A list of the most frequently asked questions has been compiled with answers provided in this brochure. If there are further questions, inquiries are welcomed by the staff at the Voluntary Interdistrict Coordinating Council (VICC), at 432-0019 or the St. Louis Recruitment and Counseling Center, at 771-4501.

BACKGROUND

In 1972, the issue of segregated public schools in the City of St. Louis was brought before the United States Federal District Court. The City Board of Education and the State of Missouri were named as defendants. School districts in St. Louis County were later to be included as defendants.

July 5, 1983, eleven years after the original suit filed by Minnie Laddell, a Settlement Agreement was approved by the St. Louis Public Schools, 23 St. Louis County school districts, the Laddell Plaintiffs, and the NAACP. The Agreement outlines the most comprehensive voluntary interdistrict transfer plan in the nation. It provides for the transfer of black students from predominantly black city schools to predominantly white schools in St. Louis County. White students in predominantly white county schools may transfer to any St. Louis City magnet or regular school.

There are other components of the Settlement Agreement which include:

1. Staff exchanges (teachers or administrators may transfer to another school district or exchange with staff in another school district to teach for one year).
2. Quality education programs in the remaining all black St. Louis schools.
3. New magnet schools in St. Louis City.

As a result of the Settlement Agreement, parents and students may choose a school outside of their area of residence.



NUMBER • ONE

May I transfer my child to another school district?

Yes, if:

1. You are a St. Louis City resident and your child is black and neither school is predominantly black.
2. You are a St. Louis County resident and your child is white and your school district is predominantly white.



NUMBER • TWO

My child is black, and we live in the city. May I transfer my child to any school district in St. Louis County?

No, not to any school district. There are 16 St. Louis County school districts available to city black students for transfer: Affton, Raytown, Brentwood, Clayton, Hancock Place, Hazelwood, Ladue, Lindbergh, Kirkwood, Mehlville, Parkway, Pattonville, Ritenour, Rockwood, Valley Park and Webster Groves. The seven county school districts not named above have a 25 percent or more black student population.



NUMBER • THREE

My child is black, and we live in St. Louis County. May I transfer my child to another school district under the voluntary plan?

No. The Eighth Circuit Court of Appeals has ruled that under the Settlement Agreement county students may not transfer to another county school district. Some county districts will accept county students on a tuition basis. Parents and students may personally contact those districts.

Black students in St. Louis County may apply for a city magnet school. However, because St. Louis Public Schools have a majority black students population, the spaces in magnet schools are first made available to city black students. Therefore, there is very little possibility that a county black student would be accepted into a city magnet school.



NUMBER • FOUR

My child is white, and we live in the city. May I transfer my child to a county school?

No. Students who are in a minority in their school district are not permitted to transfer out of their school district.



NUMBER • FIVE

My child is white, and we live in a predominantly black school district in St. Louis County. May I transfer my child to another school district?

No. Students who are in a minority in their school district are not permitted to transfer out of their school district.



NUMBER • SIX

My child is white, and we live in a predominantly white school district in St. Louis County. What choices for transfer are available to us?

Your child may transfer to any St. Louis City school, including the following magnet schools:

- Elementary
- Academy of Basic Instruction (Lynnwood, B.)
- Academy of Basic Instruction (Mallinckrodt, B.)
- Academy of Basic Instruction (Waring, B.)
- Action Learning & Career Explorer (Hickman, B.)
- Center for Expressive & Receptive Arts (Ames, B.)
- Foreign Language (Wilkinson, B.)
- Individually Guided Education (Wade, B.)
- Investigative Learning Center (Nash, B.)
- Junior Classical Academy (Dougherty, B.)
- Montessori (Lusk, B.)
- Visual & Performing Arts Center (Shaw, B.)

(continued inside)

For more answers, see inside . . .

QUESTIONS & ANSWERS

NUMBER • SIX

Q Middle
Academic & Athletic Academy (Hannibal 1106 B)
Investigative Learning Center (Mason 6 B)
Military Middle Academy (Potosi 8 A)
Visual & Performing Arts (Hannibal 6 B)
Visual & Performing Arts (Marquette 6 B)

Q High School
Academy of Math & Science (9-12)
Foreign Language Specialty (9-12)
Health Careers (11-12)
Honors Arts (9-12) Half-day program
Honors Music (9-12) Half-day program
Management Center (11-12)
New Media (9-12)
Metro High School (9-12)
Naval Junior ROTC (9-12)
Senior Classical Academy (9-12)
Visual & Performing Arts (9-12)

Q & A

NUMBER • SEVEN

How may I apply for a city-to-county transfer or a county-to-city transfer?

The application for a city-to-county transfer should be filled out and returned to the VICC Office, 10601 Clayton Road, St. Louis, MO 63131. The application for a county-to-city transfer should be filled out and returned to the Recruitment & Counseling Center, 1520 S. Grand Avenue, St. Louis, MO 63104.

Q & A

NUMBER • EIGHT

If I have already returned my application with three choices and I later decide I want to change my choices, should I submit another application?

No. If you have applied for a transfer to a county school, please call the VICC recruitment office at 432-0079 and state that you wish to change the choices listed on your application.

If you have applied for a transfer to a city school, please call the St. Louis recruitment office at 771-4301 and state that you wish to change the choices listed on your application.

Q & A

NUMBER • NINE

After I have applied, should I notify you if I change my address or telephone number?

Yes. It is very important that the recruitment offices have the correct address and telephone number of each applicant.

Q & A

NUMBER • TEN

Should I apply for all of my children at the same time?

Yes. We are committed to keeping children of the same household together in one school district and would like all children in a family to apply at one time.

However, county parents may wish to place their children in different magnet schools due to the specialty areas.

Q & A

NUMBER • ELEVEN

May I visit the school that I want for my child?

Yes. City magnet schools may be visited on regular school days. Call 771-4301 to schedule an appointment.

County school districts may also be visited on regular school days. Please call the VICC office at 432-0079 to obtain the name of the contact person in the county school district you wish to visit. You may schedule an appointment with the contact person to visit the school of your choice. In addition, after you have applied and your child's application has been sent to a county district, the contact person will call you to arrange an appointment for a visit and enrollment.

Q & A

NUMBER • TWELVE

How will my child get to school?

The State of Missouri is responsible for providing, arranging and scheduling transportation for students who participate in the voluntary interdistrict transfer plan. The majority of transfer students are transported by school bus.

Q & A

NUMBER • THIRTEEN

Will my child be allowed to take part in after school sports and clubs?

Yes, and there will be transportation home.

Q & A

NUMBER • FOURTEEN

Will I have to pay tuition to my school district of choice?

There are no tuition costs involved.

Q & A

NUMBER • FIFTEEN

My child will be in high school. Is he/she eligible to compete in athletics the first year?

Yes. There is no waiting period before participation in sports as long as the student meets school district requirements regarding proper eligibility.

Q & A

NUMBER • SIXTEEN

Are participating city and county school districts AAA rated by the State of Missouri?

Yes, all school districts are AAA rated.

Q & A

NUMBER • SEVENTEEN

After I send in my child's application, what happens next?

1. The recruitment office sends a behavior form to your child's school asking for a statement about his/her behavior, test scores, and attendance record.
2. The applications are placed in priority order according to grade level.
3. Applications from city residents to transfer to county schools are processed by the VICC office. After the application has been processed, the VICC sends the child's application record to the school or district you have requested as your first choice if there is space at your child's grade level in that school or district.
4. If choices indicated are not available, VICC will send the application for transfer to a county district that does have space at your child's grade level.
5. If you do not wish to transfer your child to the district chosen for you by the VICC, you may decline the transfer.
6. Applications from county residents to transfer to city schools are processed by the St. Louis Recruitment and Counseling Center. After the application has been processed, county residents will receive notification in the mail.
7. If a county student's request for transfer to a magnet school is not be accommodated, his/her name will be placed on a waiting list. In most instances, your request will be honored.

Q & A

NUMBER • EIGHTEEN

What happens if there are no spaces available for my child in any county school?

If no spaces are available, an application for the following school year will automatically be mailed to you. You must return the application as soon as possible in order to avoid losing priority for the next school year.

Q & A

NUMBER • NINETEEN

Will my child be tested and if so, for what reason(s)?

Testing, if any, is done for instructional grouping only.

Q & A

NUMBER • TWENTY

What happens if I cancel my application?

If you cancel your application and later decide you want your child to transfer, you must reapply. Your application will again be processed according to the procedures outlined in the answer to Question No. 17.

Q & A

NUMBER • TWENTY-ONE

What record is used to evaluate a child's behavior, test scores, etc., when school is not in session?

We request that parents forward a copy of the child's most recent report card when they return the application.

Q & A

NUMBER • TWENTY-TWO

What does the county school district do after a city student's application is received?

The county district will invite you and your child for a visit to see the new school and learn about all the things that the district can offer your child.

Q & A

NUMBER • TWENTY-THREE

What does the city school do after a county student's application is received?

The names of all students are placed on a list according to the date of receipt of the application and acceptances of those students are sent in February for the coming school year.

Q & A

NUMBER • TWENTY-FOUR

My child is not old enough for school yet. May I apply a year or two in advance?

No. You may apply only for the year in which your child is ready to attend school.

Q & A

NUMBER • TWENTY-FIVE

May I enroll all of my children in the same county school district?

Yes. The VICC encourages parents to keep all of their children in the same county school district.

Q & A

NUMBER • TWENTY-SIX

If my child is under a doctor's care, would that prohibit him/her from participating in the transfer program?

No. However, it is important that personnel at your child's new school district know what medication and/or injections are needed and how often.

Q & A

NUMBER • TWENTY-SEVEN

Is it possible my child could be turned down for a transfer?

Yes, for any of the following reasons:

1. If your child has demonstrated disruptive behavior in school during the last school year, he/she is not eligible to transfer.
2. At this time, students who are receiving special education services on a full time basis are not eligible for interdistrict transfer.
3. If you live in the city and your child is attending a school that is less than 50 percent black, he/she is not eligible to transfer.
4. If you live in the county and your child is attending a school that is less than 50 percent white, he/she is not eligible to transfer.

Q & A

NUMBER • TWENTY-EIGHT

If I live in the city and my child attends a county school, do I have to pay county taxes?

No. You pay taxes only where you are a resident.

Q & A

NUMBER • TWENTY-NINE

If my child attends a county district and we later would like for him/her to attend another county district, will he/she be permitted to transfer to another county district?

Transfers from one county school district to another are discouraged. Once a student transfers to a school district, he/she is expected to remain in that school district.

Q & A

NUMBER • THIRTY

May my child live with a relative and apply for this program?

No. All students must apply from the parent's address, unless someone else has legal custody of the child through the courts.

Q & A

NUMBER • THIRTY-ONE

Who is paying for the Voluntary Interdistrict Transfer Program?

All funds come from the State of Missouri.

QUESTIONS TO ASK WHEN YOU VISIT THE NEW SCHOOL

1. How many children will be in my child's classroom?
2. What do you (the district person) think this school does best? Is there a special area in which this school is particularly strong?
3. What can my child gain by being in this county district or magnet school?
4. What special services do you offer a gifted child?
5. Will my child receive instruction in art, music, physical education, computer, foreign language?
6. Is there a library available to my child?
7. What portion of my child's instruction will be out of school? Activities? Field trips, etc.?
8. Does the high school offer vocational education or college credit courses?
9. Which sports are offered at the elementary level or the secondary level?
10. Are counselors available at all grade levels?
11. Are there any other support staff available for students? Reading specialist, math specialist?



VOLUNTARY INTERDISTRICT
COORDINATING COUNCIL
10601 Clayton Road
St. Louis, MO 63131

OFFERS

PROGRAMS, FEATURES & FACILITIES

All schools are rated AAA

KIRKWOOD

St. Louis Co. MO 63122



- Personalized approach to strong basic skills in the schools
- Nationally acclaimed middle schools offering team teaching, fine practical arts, gifted and remediation programs, one week camping program for sixth graders
- Vocational internship and work study programs at the high school
- Remedial and gifted programs, honors and college credit courses at the high school. *Journalism Magnet Program available (6-12)*
- Complete library and computer center at each school
- Extensive computer education, K-12
- Student population is 4,600. Pupil-Teacher ratios are: elementary, 21:1, middle, 18:1, senior high, 19:1

HAZELWOOD

St. Louis Co. MO 63043



- Mastery of minimum basic skills in all areas
- 4 semester intensive programs to improve and update teaching skills
- Strong discipline and attendance policies
- Gifted programs, grades K-6, 7-8 and high school honors programs
- Extensive summer school program
- Classes range from scholastic to vocational
- Student population is 16,496. Pupil-Teacher ratios are: elementary, 22:1, junior high, 23:1, senior high, 24:1

BAYLESS

St. Louis Co. MO 63125



- Bayless Middle Grades 7-8 departing in third
- Guidance counselors in all schools
- Full time reading specialists in each school
- Foreign language instruction includes Latin
- Literaries in each school
- Strong basic instruction that also includes art, music and physical education
- Student population is 1,401. Pupil-Teacher ratios are: elementary, 15:1, junior high, 20:1, senior high, 19:1

RITENOUR

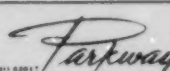
St. Louis Co. MO 63114



- Computer assisted instruction throughout elementary and middle schools
- Middle schools offer exploratory courses such as sewing, shop, theater and writing
- Instrumental music program in the elementary schools
- Student managed district radio station
- A vocational program at the high school, vocational prep middle school
- Swimming pool, media center, strong counseling program
- Student population is 6,902. Pupil-Teacher ratios are: elementary, 25:1, middle, 23:1, senior high, 18:1

PARKWAY

St. Louis Co. MO 63041



- Individualized attention to student needs in small classes
- Guidance counselor, reading specialist, librarian, art, music and gifted education teachers in each elementary school
- Reading Clinic services available to all elementary students
- One week camping program for all fifth graders
- Full academic program as well as music, drama, arts, sports and swimming at all high schools
- High school offer courses for college credit and work study
- Student population is 21,168. Pupil-Teacher ratios are: elementary, 18:1, junior high, 18:1, senior high, 18:1

CLAYTON

St. Louis Co. MO 63105



- Small schools, small classes, motivated student body
- Wide variety of course offerings, individualized instruction
- High quality basic instruction including music, art and physical education
- 90% of high school graduates continue their education at institute levels of higher learning
- More than 80% of teachers hold Master's degree or better, 95% have five or more years of teaching experience
- Literaries, computer laboratories, guidance offices in all schools
- Student population is 1,808. Pupil-Teacher ratios are: elementary, 20:1, junior high, 11:1, senior high, 15:1

AFTON

St. Louis Co. MO 63126



- Academic Academy, College prep program for average and above students, stresses academic excellence and team motivation
- Nationally acclaimed high school recognized for theatre arts
- Remedial and enrichment programs with specialists K-12
- Strong education in basics plus computer education, music, art and physical education K-12. Vocational education 7-12
- Medium size district, full staff, extra-curricular activities
- Stress, high expectations for individual achievement K-12
- Student population is 2,000. Pupil-Teacher ratios are: elementary, 25:1, junior high, 16:1, senior high, 18:1

PUPIL GOALS MET (Limited space available)

BRENTWOOD

St. Louis Co. MO 63104



- Flexible programs which remediate, enrich, provide college level and individualized work study opportunities
- Computer assisted instruction K-6, computer courses 7-12
- Small classes are staffed by highly skilled professionals
- High technical business and vocational school laboratories
- Extra-curricular programs available to all students
- Junior High selected as one of America's outstanding schools
- A unique Junior High Program designed to bridge the gap between the elementary and senior high school
- Student population is 850. Pupil-Teacher ratios are: elementary, 19:1, junior high, 18:1, senior high, 18:1

HANCOCK PLACE

St. Louis Co. MO 63109



- Computer opportunities beginning in elementary school
- Gifted program, grades 4-8
- Peer Tutoring program in elementary schools
- Breakfast program
- Small schools
- Elementary program K-7, high school 8-12
- Student population is 1,584. Pupil-Teacher ratios are: elementary, 24:1, senior high, 15:1

LADUE

St. Louis Co. MO 63116



- College type schedule at high school level available
- Advanced placement courses, remedial classes, work study opportunities and college credit courses
- 90% of high school graduates attend college
- Literary in each school
- Computer training, grades K-12
- Student population is 1,106. Pupil-Teacher ratios are: elementary, 20:1, junior high, 20:1, senior high, 20:1

VALLEY PARK

St. Louis Co. MO 63066



- Gifted program in reading K-6
- Elementary science laboratory experiences
- Computer assisted instruction, K-4, computer classes, grades 5-12
- All students (K-12) attend school on one campus
- Remedial reading and math teachers, grades 1-6
- Drives education at no cost
- College preparatory, as well as vocational courses
- High school advanced placement courses
- Student population is 774. Pupil-Teacher ratios are: elementary, 23:1, junior high, 19:1, senior high, 16:1

PUPIL GOALS MET (Limited space available)

WEBSTER GROVES

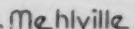
St. Louis Co. MO 63119



- Computer instruction at all levels
- Six year foreign language program, four languages available
- 75% of students attend college
- Remedial and gifted programs, grades 2-12
- Wide selection of high school offerings, including TV Production and Instructional Media Magnet programs
- Strong fine arts offerings, K-12
- Student population is 3,783. Pupil-Teacher ratios are: elementary, 22:1, junior high, 22:1, senior high, 22:1

MEHLVILLE

St. Louis Co. MO 63121



- Microcomputer instruction available at all levels
- Advanced and college credit courses, work study opportunities and remedial classes
- Unique Learning Experiences in gifted education and chondro education 1-12 programs
- Specialized reading program for advanced and remedial students
- Strong discipline procedures with parental support
- Student population is 9,813. Pupil-Teacher ratios are: elementary, 22:1, junior high, 19:1, senior high, 19:1

PATTONVILLE

St. Louis Co. MO 63024



- Computer labs in all schools, remedial reading teachers at all grades
- Foreign language beginning in grade 7, after school tutoring program
- Extended Day Kindergarten, Prekindergarten Program, Early Years Program, Instrumental music in elementary school
- Gifted programs, grades 1-10, counseling services at all levels
- Vocational education and wide range of curriculum at high school level, college credit courses, Diversion Education
- Extensive parent involvement program, Alternative School Programs
- Student population is 6,747. Pupil-Teacher ratios are: elementary, 22:1, junior high, 21:1, senior high, 23:1

LINDBERGH

St. Louis Co. MO 63140



- Microcomputer instruction at all levels
- Foreign language starting at fifth grade includes French, Spanish and German, Latin begins at the high school level
- Advanced placement program at high school level includes college credit courses, 1810 advanced credit
- 18 program as academically talented/highly motivated students
- Strong basic education program, gifted programs grades 1-8, remedial instruction at all levels, instrumental program starts in 7th grade, outdoor education in 8th grade
- Student population is 5,150. Pupil-Teacher ratios are: elementary, 24:1, junior high, 24:1, senior high, 24:1

IF YOUR CHILD IS ALREADY A TRANSFER STUDENT PLEASE DO NOT COMPLETE THIS APPLICATION

Father's Name _____ Place of Employment & Telephone _____

List names of children who are already enrolled in a county school.

Name	District
------	----------

1st Choice

2nd Choice

3rd Choice

140

PARENT'S SIGNATURE _____ DATE _____
PLEASE RETURN TO: Voluntary Interdistrict Comp. Hearing _____

Voluntary Interdistrict Coordinating Council • 10601 Clayton Road • St. Louis, MO 63131
If you have any questions, please call 432-0079 or 771-4500.

HOW TO COMPLETE THE APPLICATION

The other side of this sheet contains one application. Complete one application for each child you would like to transfer to a county school district. Cut the sheets apart and mail them to: VICC, 10601 Clayton Road, St. Louis, MO 63131.

When completing the application, please fill in all the application spaces according to the following instructions:

Student's Name: Please use the same name for your child that is used at the school that he or she now attends.

Grade September 1985: Enter the grade in which your child will be when school starts in September, 1985.

Emergency Contact Person: Please enter the name of the person to be contacted in case of an emergency if either parent cannot be reached.

Emergency Telephone (This is very important): Please enter the telephone number of the person you indicate as emergency contact person.

Current School: Please enter the name of the school your child now attends.

List Names and Grades of Other Children For Whom You Are Now Sending or For Whom You Have Previously Submitted an Application: It is the policy of the VICC that brothers and sisters should attend the same county district. It is important for the VICC to know which children are related. Please enter the names and grades of all children for whom you are submitting an application form.

List Names of Your Children Who Are Already Enrolled in a County School: If any of your children already attend a county school, please list their names and the county school districts they now attend.

Districts Desired: You may choose three school districts listed in the brochure and list them in order of preference. If your application cannot be sent to any of the districts you have named, we will send it to another district that has space. You are not required to accept a transfer to any school district you do not want.

If you have a preferred school within a district, please list: Enter the name of the school under the name of the district. The larger districts have several elementary, middle, and high schools. If you have a preference for a particular school, you should complete this line. If you do not prefer a particular school, please leave this line blank. You need not list a school.

Example:

District
Desired

School District
1st Choice

School District
2nd Choice

School District
3rd Choice

Individual School Name
such as:

West Elementary

Kirby Middle

South Senior High

Parent's Consent: Parents must sign the application to obtain release of any information needed to complete the application process and student records once students have been accepted and enrolled in their new school.

For additional applications call 432-0079 or 771-4500.

Have
you made your
'new school'
choice for
next year?

DO IT NOW!!

Complete and mail
the enclosed application
as soon as possible
to guarantee your first choice.

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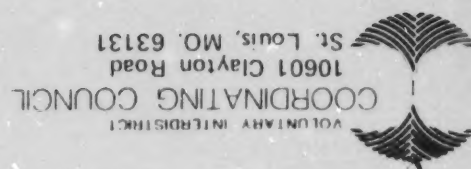
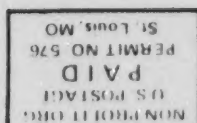
*For an application
and further information
call . . .*

432-0079



VOLUNTARY INTERDISTRICT
COORDINATING COUNCIL

10601 Clayton Road
St. Louis, MO. 63131



**Openings
are still available
*for you . . .***

in county schools for the 1985-86 school year.

Why should you transfer?

Evelyn and Elbert Davis, third graders at Mason Ridge Elementary School in Parkway say: "We feel good about going to school. We like the way our teacher teaches. We get along with our classmates and the other students are nice to us. We receive invitations to students' parties."

Chaundra Wade, eighth grader at Mehlville Junior High School: "I have learned to handle other people and different situations. People are eager to learn about you if you take the time to learn about them."

Duana Russell, ninth grader at Selvidge Junior High School in Rockwood: "I would recommend the transfer program because it gives you a chance to find out about county schools. It's not bad out there you know. I really enjoy the program."



METROPOLITAN INTERDISTRICT
COORDINATING COUNCIL
10601 Clayton Road, St. Louis, MO. 63131

432-0079

New SCHOOL CHOICES

Available through
The Voluntary Interdistrict School Desegregation
Plan.



VOLUNTARY
INTERDISTRICT
COORDINATING COUNCIL

APPLICATIONS INSIDE



VOLUNTARY INTERDISTRICT
COORDINATING COUNCIL
10601 Clayton Road
St. Louis, MO 63131

OFFERS

PROGRAMS, FEA' & FACILITIES

RITENOUR

Overland, MO 63114



- Computer assisted instruction throughout elementary and middle schools
- Middle schools offer exploratory courses such as sewing, shop, theatre and writing
- Instrumental music program in the elementary schools
- Student managed District radio station
- A vocational program at the high school; vocational prep middle school
- Swimming pool; media center; strong counseling program
- Student population is 6,902. Pupil-Teacher ratios are: elementary, 25:1; middle, 25:1; senior high, 18:1

PARKWAY

Chesterfi

- Individualized attention to stu
- Guidance counselor, reading gifted education teachers in ea
- Reading Clinic services availab
- One-week camping program fc
- Full academic program as we swimming at all high schools
- High schools offer courses for work-study
- Student population is 21,168. elementary, 18:1; junior high,

MEHLVILLE

St. Louis Co., MO 63125

Me hlville

- Microcomputer instruction available at all levels
- Advanced and college credit courses, work-study opportunities, and remedial classes
- Unique learning experiences in gifted education and Outdoor Educational Lab programs
- Specialized reading program for advanced and remedial students
- Strong discipline procedures with parental support
- Student population is 9,815. Pupil-Teacher ratios are: elementary, 22:1; junior high, 19:1; senior high, 19:1

PATTONVILLE

- Computer labs in all schools; i
- Foreign language beginning in j
- Extended Day Kindergarten, Program, Instrumental music i
- Gifted programs, grades 1-10,
- Vocational education and wic level, college credit courses, D
- Extensive parent involve School Programs
- Student population is 6,737. elementary, 22:1; junior high,

TURES

All schools are rated AAA.

Id, MO 63017

Parkway

gent needs in small classes
specialist, librarian, art, music and
h elementary school
to all elementary students
all 6th graders
l as music, drama, arts, sports and
college credit and

Pupil-Teacher ratios are:
18:1; senior high 18:1

Maryland Heights, MO 63043



medial reading teachers at all grades
ade 7, after school tutoring program
rekindergarten Program, Latchkey
elementary school
ounseling services at all levels
range of curriculum at high school
vers Education
it program, Alternative

Pupil-Teacher ratios are:
11:1; senior high, 23:1

ation call 432-0079

ROCKWOOD

St. Louis Co., MO 63025



- Computer instruction in 3 languages; hands on experience with micro and main frame computers
- Fully air-conditioned buildings and indoor swimming pools
- Navy/A.F. ROTC, outdoor ed.; college/vocational programs
- Reading, writing programs nationally recognized; strong in teaching the basics, and offers many advanced courses
- Professional staff includes specialists and social worker
- Stresses involvement between school and parents
- Student population is 10,853. Pupil-Teacher ratios are: elementary, 24:1; junior high, 23:1; senior high, 19:1

BAYLESS

St. Louis Co., MO 63123



- Bayless Middle (grades 7-8) departmentalized
- Guidance counselors in all schools
- Full-time reading specialists in each school
- Foreign language instruction includes Latin
- Libraries in each school
- Strong basic instruction that also includes art, music and physical education
- Student population is 1,401. Pupil-Teacher ratios are: elementary, 15:1; junior high, 20:1; senior high, 19:1

LINDBERGH

St. Louis Co., MO 63126



- Microcomputer instruction at all levels
- Foreign language starting at 6th grade includes French, Spanish and German; Latin begins at the high school level
- Advanced placement program at high school level includes college credit courses - 1818 advanced credit
- I.B. program academically talented/highly motivated students
- Strong basic education program; gifted program grades 3-8; remedial instruction at all levels, instrumental program starts in 7th grade, outdoor education in 5th grade
- Student population is 5,150. Pupil-Teacher ratios are: elementary, 24:1; junior high, 24:1; senior high, 21:1

THREE STEPS IN THE PROCESS

1

WHAT DO YOU DO TO APPLY?

- fill out one application for *each* child you wish to transfer (four enclosed)
- mail it to the Voluntary Interdistrict Coordinating Council, 10601 Clayton Road, St. Louis, MO 63131

TODAY!

2

WHAT DOES THE VOLUNTARY
INTERDISTRICT
COORDINATING COUNCIL DO?

- put applications in date order, as received
- ask the child's school for a behavior report
- send application and behavior report to a county school district as quickly as possible for placement

3

WHAT DOES THE COUNTY
SCHOOL DISTRICT DO?

- contact you to come out for a visit
- enroll your child during the visit
- send for child's school records
- arrange for transportation



VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

10601 CLAYTON RD.
ST. LOUIS, MO 63131

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 576
St. Louis, MO

The Right Choice

SAINT • LOUIS • MAGNET • SCHOOLS

In our ever-changing, fast-paced, competitive world, it is critical for students to be well prepared to enter the marketplace. It is important for them to recognize the relevance of their education to their success later in life. St. Louis Magnet Schools prepare students to enter this marketplace and to be successful in it for the remainder of their lives.

First, magnet schools provide students with a strong basic program in math, language arts, social studies, and science. This solid curriculum is supplemented by magnets as for other St. Louis public schools. And, for the magnet schools, magnets provide enrichment in art, music, and physical education.

While the basic curriculum features a strong magnet school, the magnet schools focus on the arts, from vocational education to college preparation, from athletics to foreign language. And more!

The magnet schools selection of magnet programs... But all makes it possible to match a student's unique needs or interests with a compatible teaching method or program.

The magnet focus allows students to identify and pursue their career interests at an early age. This head start spells success in later years.

Because students choose to attend magnet schools, they are usually highly motivated. An enthusiasm for learning pervades the school. In this positive learning environment, students are stimulated to strive for personal achievement.



The Learning Extras

Depending on the school, magnets offer intensive doses of instruction in subjects sometimes covered only on an introductory level in regular schools. To name just a few, advanced courses in music, dance, journalism and computer science are available. The schools are committed to keeping students abreast of new technologies and innovative techniques within their specialty area.

Further, magnet students take part in a variety of interesting projects and outings related to their school's focus. Ordinarily, students may not be exposed to these enriched learning activities. For example, Health Careers students receive extensive clinical observation experiences. Classical Junior Academy students may research at an active archeological dig. Local dance and theatre productions are attended by Visual and Performing Arts students. And students at the Academic and Athletic Academy supplement their studies with racquetball, bowling and camping trips.

There is no tuition cost to enroll in a magnet school. Even necessary supplies and the kind of activities mentioned above are free. Uniforms, if necessary, are provided for students at no charge. The State of Missouri and the St. Louis Board of Education finance the St. Louis Magnet School program.

Transportation for magnet students is also provided at no charge. This cost is paid by the State, which also is responsible for providing, arranging, and scheduling bus transportation to magnet schools. Students who wish to participate in after-school activities also get transportation home.

Magnet school students are exposed to persons of different races and backgrounds, giving them socialization opportunities many times not available in their regular school. Each school maintains a racially balanced student body.

Magnet school parents often say that their children have matured faster, learned more about life, and become more well-rounded in the multicultural climate of these schools.

Magnet students benefit from their schools' proximity to the city's abundant resources. Classes explore museums, historic sites and recreational and cultural attractions that relate to their studies. The personnel and resources of businesses and medical and educational facilities are also tapped.



Magnet school staff members make every effort to keep parents informed of the schools' concepts, goals and activities. Parents are encouraged to become actively involved in the parent organization or to serve as volunteers.

To broaden the minds of students, both academically and culturally, in preparation for a successful life—that's the goal of the St. Louis Magnet School program.

HOW TO APPLY

Fill out one application for each child. (See enclosed application on Page 5.) Cut, fold sheet and drop in mail. Additional applications can be obtained by calling 771-4500.

Applications are accepted on a first-come, first-served basis. If the target enrollment for a school has been reached, students are placed on a waiting list. Parents receive notification of their child's acceptance by mail.

MAGNET SCHOOL ELIGIBILITY

Persons who may apply to St. Louis Magnet Schools are: (1) any student who lives in St. Louis City; and (2) white students who live in predominantly white St. Louis County school districts and who attend schools which are predominantly white.

A magnet school, as its name implies, draws students from all over the metropolitan area. Because the programs are unique, educationally sound and, oftentimes, not available anywhere else in the area, parents voluntarily send their child to a magnet school.

County student transfers to St. Louis Magnet Schools are made possible under the Voluntary Interdistrict School Desegregation Plan. Likewise, the Plan allows black students from predominantly black city schools to transfer to predominantly white schools in St. Louis County.

GRADES

ST. LOUIS MAGNET SCHOOLS/PROGRAMS

Grades K-3 Montessori—Fucild	Investigative Learning Center— Mason
Grades K-5 Investigative Learning Center—Stix Visual and Performing Arts Center—Shaw	Military Middle School—Philt Visual and Performing Arts— Humboldt Visual and Performing Arts— Marquette
Grades K-8 Action Learning and Career Exploration—Madison Center for Expressive and Receptive Arts—Ames Academy of Basic Instruction— Lyon Academy of Basic Instruction— Mallinckrodt Academy of Basic Instruction— Waring Foreign Language Experience School—Wilkinson Individually Guided Education— Wade Individually Guided Education— Woerner	Grades 9-12 Academy of Mathematics and Science—DeAndries Foreign Language Specialty Program—Roosevelt Honors Art Program—Longfellow Honors Music Program—Central VPA Mass Media Program—McKinley Metro High Naval Junior ROTC Academy— Cleveland Senior Classical Academy—Soldan Visual and Performing Arts— Central
Grades 2-8 Classical Junior Academy—Enright Grades 6-8 Academic and Athletic Academy— Hamilton Br. III	Grades 11-12 Health Careers Center Management Center (Pending approval, these schools would begin serving grades 9-12 in 1985-86.)



Athletics

Academic and Athletic Academy (6-8)

At this school, athletics are used to motivate and discipline students in their scholastic efforts.

The philosophy here is that through participation in individual sports and outdoor camping activities, students gain self-awareness and self-confidence which carries over into their academic performance. Academic subjects include reading, mathematics, language arts, science and social studies, as well as art and music.

This school operates under the principle that many of the same skills needed to excel athletically are also needed to excel academically. During the extended school day, students put to use in the classroom the skills they sharpen in athletics such as motivation, resourcefulness, timing, patience, perseverance and poise. For at least one-third of their

extended day, students participate in individual sports like swimming, archery, racquetball, bowling, tennis, skating, and in camping-related activities.

"At the Academic and Athletic Academy we are proud because there is no other school like ours in the state. Most people think we have athletics all day. We have academics first, then come the athletics."

—Dale Stulce
ACADEMIC AND
ATHLETIC ACADEMY

SCHOOL LOCATION

- Academic and Athletic Academy, 450 Des Peres, 63112 (Skinker-DeBaliviere area)



Back to Basics

Academies of Basic Instruction (K-8)



Here, students adhere to a specific dress code as well as acceptable social and academic behavior. Traditional values such as citizenship, responsibility, respect and understanding for others are incorporated into the basic skills curriculum.

Academically, ABI schools place a top priority on the fundamental subjects: reading, mathematics and language arts. Social studies, science, music, art and physical education are part of the curriculum and infused into the fundamental subject areas.

Every activity and lesson is designed to help students strengthen their skills in the basics and develop good study habits.

Each child's progress is monitored closely in this positive academic setting and parents receive weekly progress reports.

For the child who needs a structured, disciplined learning environment, the back to basics approach offered in an Academy of Basic Instruction is the answer.

- There are three ABI schools, each serving grades K-8.

SCHOOL LOCATIONS

- Lyon ABI School, 7417 Vermont, 63111 (Carondelet area)
- Mallinckrodt ABI School, 6020 Pemod, 63139 (southwest St. Louis)
- Waring ABI School, 25 S. Compton, 63103 (central corridor)



Math & Science

- Investigative Learning Center-Stix (K-5)
- Investigative Learning Center-Mason (6-8)
- Academy of Mathematics and Science (9-12)
- Health Careers Center (11-12)
- (pending approval) Health Careers Center (9-12) for 1985-86

The enriched and accelerated math and science experiences emphasized in these schools help students develop valuable skills associated with scientific inquiry and problem solving.

Four schools offer this specialized math/science curriculum: an elementary school, a middle school and two high schools. In each, enthusiasm is generated for career opportunities linked to math/science disciplines.

At both Investigative Learning Centers, a commitment exists to teach students the basic core curriculum offered in regular elementary and middle schools. However, the investigative approach is infused into these subjects, with activities centered around inquiry, observation, problem solving and productive thinking skills. Self-discipline is fostered as students involve themselves in individual projects in the science lab, computer center and in the classroom.

Field trips to places like the Missouri Botanical Garden, the Museum of Science and Natural History and the Planetarium are taken to broaden classroom experiences and further expose students to science-oriented community resources. Often, these include special lessons given by staff members of various resource sites. In addition, persons from the scientific community frequently visit the schools to make presentations. These activities and others stimulate and motivate students to greater inquiry and pursuit of additional information.

A gifted program is available at both Investigative Learning Centers.

At the Academy of Mathematics and Science, advanced courses in math, science and computer science are taught as well as the regular high school curriculum.

College preparatory courses are offered in all subjects, providing students with a strong academic foundation for college. Career counseling, admissions testing and college information are also available.

Small classes allow Academy students to receive personal attention in well-equipped facilities like biology, chemistry and physics laboratories as well as both the computer center and math center.

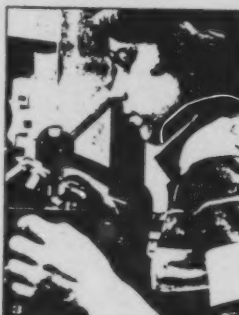
Careers are explored through field trips to medical and scientific institutions and often, local scientists and engineers make presentations at the school.

Health Careers Center prepares students for entry-level employment in any of the diverse and numerous medical, dental or allied health professions. Or for students interested in postsecondary health-related studies, this school gives them a head start.

The Center's curriculum includes regular high school subjects plus comprehensive training in the health sciences. This is supplemented by extensive clinical experiences where students work directly with health professionals on individual or group projects. These experiences expose students to a variety of healthcare areas as well as provide them with valuable professional contacts.

The school's proximity to many of the city's major medical centers makes it convenient for students to receive hands-on training and career information from practitioners at these facilities.

(Pending approval, Health Careers Center would begin serving grades 9-12.)



"I always thought of public schools as being below my standards, but what I see instead are students who really try to learn and teachers who are willing to help them. At Health Careers, students can get the attention they should have."

—Mike Tajkowski
HEALTH CAREERS
CENTER

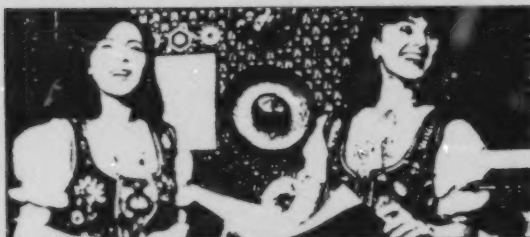
SCHOOL LOCATIONS

- Stix Investigative Learning Center, 726 S. Euclid, 63110 (Central West End)
- Mason Investigative Learning Center, 6031 Southwest, 63139 (on "the hill")
- Academy of Mathematics and Science, 4275 Clarence, 63115 (O'Fallon Park area)
- Health Careers Center, 1530 S. Grand, 63104 (midtown medical area)



Communication

- Center for Expressive and Receptive Arts School (K-8)
- Foreign Language Experience School (K-8)
- Foreign Language Specialty Program (9-12) Part-time
- Mass Media Program (9-12) Part-time



These schools and programs all focus on methods of communication, each one implementing a unique approach.

■ At the Center for Expressive and Receptive Arts School, an emphasis is placed on reading, writing, speaking and listening. Skills in these areas are sharpened and integrated into all subjects including math, science, and social studies, science and health.

At the school's well-equipped facilities, students participate in interesting and exciting activities designed to improve their competencies in the expressive and receptive arts. In communication arts, students are involved in creative writing, dramatic reading and oral interpretation. In the learning resource center, students participate in various research, storytelling and study projects. Activities in the speech drama center include puppetry, role playing and public speaking. A student newspaper, an inter-school mail system and a reading club are other vehicles used.

Communication skills strengthened through the above activities are applied in regular classroom studies. Likewise, concepts learned in the classroom are incorporated into expressive and receptive learning activities.

Key features of this school include social and instrumental music, speech correction, physical education, Chapter Reading and math as well as social services.

■ The Foreign Language Experience School provides all students beginning in kindergarten with daily foreign language instruction in one of three languages—French, German or Spanish.

Here, vocabulary, pronunciation and conversation are emphasized both for English and for the second language. Skills in these areas are practiced and perfected in the school's modern language lab and through games, songs and class projects. In addition, all of the basics are taught including art, music, physical education and remedial reading, mathematics. There is also a gifted program.

Each student of foreign language instruction in the language and cultures of other countries are explored through class projects, field trips, films and guest lectures. These enriched activities promote an awareness of the differences and similarities in customs, holidays,

history and society, thereby stimulating a global perspective.

Excerpts from the Magnet Review Committee's evaluation of the FOREIGN LANGUAGE EXPERIENCE SCHOOL (WILKINSON):

Most students in the Wilkinson Foreign Language Experience School are expected to read and do master basic skills. In addition, every student receives instruction in one foreign language. The Visiting Team noted that greater emphasis is needed on the cultures of different countries within the regular instructional program. Nearly all instruction is whole group, teacher-directed, and workbook or textbook oriented. The overall climate in the school is businesslike and orderly. There is little question that this is a place where children are expected to learn and where teachers expect to teach. The Visiting Team concluded that this school has achieved a high degree of effectiveness.



■ The part-time Foreign Language Specialty Program, housed at Roosevelt High School, is for high school students who wish to specialize in a foreign language while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. In addition, the cultures of other countries are explored through various courses in comparative literature, art and music history and home economics. The comprehensive instruction students receive provides excellent preparation for college or for jobs involving foreign trade or travel.

The program features a computer center, a microcomputer language lab, guest speakers, festivals, field trips, and college and career information. When a student successfully completes 10 of the program courses, a certificate of completion is awarded.

■ In the Mass Media Program, housed at McKinley High School, students receive practical experience in radio, television, film production, photography and journalism. The high school students enrolled in this program take their regular required courses at either McKinley or at their assigned high school.

Mass Media students have use of sophisticated equipment within professional facilities. These include video cameras, a photography darkroom, as well as both a television and radio studio and related control booths. Students become involved in activities like filmmaking, video recording, printmaking as well as producing a daily radio show aired on radio station KSLH.

Prior to this hands-on training, students take introductory courses to learn the fundamental media concepts of radio, film, television and photography.

An integral part of the Mass Media program is students' exposure to media professionals and the broadcast, newspaper and video facilities where they work. This is accomplished through field trips, guest presentations and a partnership arrangement with KMOX-TV.

In addition, internships and shadowing experiences are provided and seniors can work in part-time jobs related to the medium of their interest.



SCHOOL/PROGRAM LOCATIONS

- Ames Center for Expressive and Receptive Arts, 2900 Hadley, 63107 (Hyde Park area)
- Wilkinson Foreign Language Experience School, 7212 Arsenal, 63143 (southwest St. Louis)
- Foreign Language Specialty Program, at Roosevelt High School 3230 Hartford, 63118 ("down on the Gravois")
- Mass Media Program, at McKinley High School, 2156 Russell, 63104 (on the near southside)



On-Site Observation

- Action Learning and Career Exploration School (K-8)

This school goes beyond teaching the basics to show students firsthand how the concepts and skills they learn daily are applied in the working world. Students are stimulated and often perform better academically as they relate the importance of what they learn in the classroom to their success later in life.

This important correlation is achieved through a comprehensive program of field trips as well as career seminars conducted at the school by business and community agency representatives. By participating in these activities, students receive in-depth exposure to a wide range of occupations.

Independent thinking is encouraged at this school where students are encouraged to become involved in community and civic projects.

"You can start thinking about what career you would like to be in by going on field trips and seeing what people in different occupations do."

I also like my school because it isn't just a neighborhood school. People from all over come to our school."

—Rhonda Dimmett
ACTION LEARNING AND
CAREER EXPLORATION
SCHOOL

SCHOOL LOCATION

- Madison Action Learning and Career Exploration School
1118 S. Seventh St., 63104 (Soulard area)



Montessori School (K-3)

In this certified Montessori program, children spend much of their time working independently with carefully designed Montessori and teacher-created materials. The varied, hands-on activities directly relate to subject areas which include reading, language, mathematics, geography, science, music and social studies.

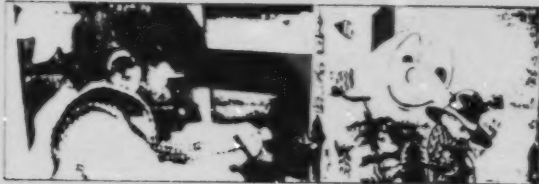
This school strictly adheres to the Montessori philosophy that effective learning takes place best in an environment where children have the freedom to discover for themselves, while at the same time benefiting from ground rules and programmed materials which guide their choices.

In keeping with this philosophy, Montessori students work with purpose and self-direction on an array of interesting and challenging activities. They are closely monitored by their teachers, all who have had extensive training in the Montessori method.

In addition, to activities related to core subjects, students engage in practical life activities which help them develop independence, order, coordination and concentration.

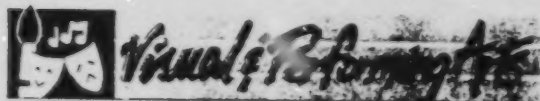
Excerpts from the Magnet Review Committee's evaluation of the MONTESSORI SCHOOL:

This school provides excellent materials and the opportunity for students to work independently at their own level. The environment is positive and pleasant, with energy focused on teaching and learning. This is reflected in average NCE scores which are above the national average in all areas tested. The school is characterized by a high level of student self-direction and self-discipline. Interactions are positive, adults and children treat each other with respect. Staff and parents share a sense of common purpose and direction, and they support the nature and thrust of the program. Resources and materials available at this school are generally excellent.



SCHOOL LOCATION

■ Euclid Montessori School, 1131 N. Euclid, 63113 (Central West End)



- VISUAL AND PERFORMING ARTS CENTER (K-3)
- VISUAL AND PERFORMING ARTS MIDDLE SCHOOLS (6-8)
- VISUAL AND PERFORMING ARTS HIGH SCHOOL (9-12)
- HONORS ART PROGRAM (9-12) Part-time
- HONORS MUSIC PROGRAM (9-12) Part-time

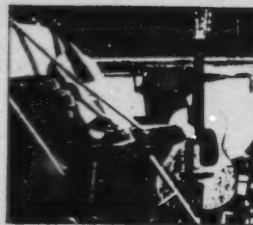


Students with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skill in these areas by attending one of the Visual and Performing Arts schools. The philosophy of these schools dedicates itself to education through the arts.

■ There are four Visual and Performing Arts (VPA) schools: one elementary school, two middle schools and one high school.

Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in art, dance, drama, music and creative writing. As interest develops, they can devote more time to a particular area.

Opportunities are provided for students to gain firsthand knowledge by participating in and observing



student and professional performances in dance, drama and music as well as art exhibitions—presented both in school and in the community.

A number of celebrities from throughout the country visit the schools to perform excerpts from shows, musical numbers and creative dances, and to talk with students about careers in the arts. Students themselves perform or exhibit throughout the metropolitan area, giving them exposure to various audiences.

The esthetic environment of the Visual and Performing Arts schools stimulate creative thinking and encourage students to strive for responsibility and self-direction.

■ The calibre of intensive training received in the part-time Honors Art and Honors Music programs is designed for students who show promising talent and a strong commitment in these areas. Teacher-recommended high school students can participate in either of these specialty programs while attending their assigned high school. The in-depth curriculum of each program supplements the education offered in these disciplines at their regular schools.

■ Honors Art offers drawing, painting, ceramics, graphics, metalry, sculpture, photography, filmmaking and a variety of textile crafts. The curriculum also includes a strong background in art history and appreciation.

"Honors Art is the best program for any high school student interested in some form of art.

The teachers at Honors Art are all artists themselves. I have never in my life seen art instructors teach like this before. I have learned more about art here, in one year, than I could have learned at my regular school in four years!"

—Julie Londoff
HONORS ART PROGRAM

"At the school where I used to take art classes I never got any specialized help. I was just another person in the crowd. Now I can still go to my county school for my academics and go to Honors Art."

—Carrie Finnestead
HONORS ART PROGRAM

Local practicing artists frequently visit the school to conduct classes. In addition, visits to surrounding museums are made so that students can become familiar with professional collections.

■ Honors Music students concentrate in either vocal or instrumental music and receive both individual and small group instruction. Music theory, appreciation and history are also studied.

Students have the opportunity to interact with musicians of local and national prominence who are invited regularly to the school to perform or conduct master classes and minicourses. In addition, Honors Music students attend concerts and performances throughout the metropolitan area presented by professional musicians and artists.



SCHOOL/PROGRAM LOCATIONS

- Shaw VPA Center, 5329 Columbia, 63139 (on "the hill")
- Marquette VPA Middle School, 4015 McPherson, 63108 (Central West End)
- Humboldt VPA Middle School, 2516 S. Ninth St., 63104 (Soulad area)
- Central VPA High School, 3616 N. Garrison, 63107 (Hyde Park area)
- Honors Art Program, 6593 Smiley, 63139 (southwest St. Louis)
- Honors Music Program, at Central VPA High School, 3616 N. Garrison, 63107 (Hyde Park area)



Both middle school and high school students can experience a comprehensive academic program within a disciplined military atmosphere. The Military Middle School serves grades 6-8, and the Naval Junior ROTC Academy serves grades 9-12.

In both schools, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and appearance.

All students at some point take charge of helping to run their school. An emphasis is placed on the development of self-sufficiency, self-discipline and self-esteem.

At the Military Middle School, there is no formal affiliation with any one military branch of service. Instead, students are exposed to all branches including the Coast Guard, Merchant Marines, Air Force and Navy. This is accomplished through field trips to various military service installations, in-school presentations by local servicemen and classroom studies.



Military

- MILITARY MIDDLE SCHOOL (6-8)
- NAVAL JUNIOR ROTC ACADEMY (9-12)

Students study regular academics as well as the history and operation of military branches. They also participate in drill practice and daily inspections. A military adviser and other military personnel are part of the school's permanent staff.

■ The Naval Junior ROTC Academy has a formal affiliation with the U.S. Navy. Here, students receive leadership training and instruction in naval science from experienced naval officers and chief petty officers.

Naval science courses include piloting, meteorology, navigation, radar and sonar. To reinforce classroom studies, students visit local

navy installations. In addition, orientation and training trips include mini boot camps at the Great Lakes Naval Base and cruises aboard navy ships for qualifying students.

In small classes where participation is encouraged, cadets are also taught traditional core subjects. They are motivated to think beyond mere factual recall, to make substantive comparisons, and to extend themselves intellectually.

Naval Jr. ROTC students participate in close order drill and an extensive physical development program.



SCHOOL LOCATIONS

- Pruitt Military Middle School, 1212 N. 22nd St., 63106 (near downtown)
- Cleveland Naval Jr. ROTC Academy, 4352 Louisiana, 63111 (on the southside)



Excerpts from the Magnet Review Committee's evaluation of the NAVAL JR. ROTC ACADEMY

The environment in this school is generally positive, with students living up to the responsibilities they are given for self-control and self-discipline. Students act responsibly and interact comfortably with each other. The visiting team also observed excellent instruction taking place in many classrooms, both in the regular instructional program and in the military science component of the program. The magnet focus is pervasive and influences the entire school.

■ MAGNET SCHOOL APPLICATION: 1985-86 SCHOOL YEAR ■

New applicants will be added to the existing waiting list based on date application is received. Applications will be accepted beginning on March 1, 1985.

Student's Name _____ Date of Birth _____ Sex _____ Race _____ Grade Sept. 1985 _____
 (Last) (First) (Middle)

Address _____ Home Number _____ Work or Emergency Number _____
 (Street)

(City) (State) (Zip) Current School _____ School District of Residence _____

School Desired _____
 No. 1st Choice _____ No. 2nd Choice _____ No. 3rd Choice _____

ST. LOUIS CITY MAGNET SCHOOLS

Elementary

402 Ctr. for Expressive & Recpt. Arts (K-8)	600 Academy of Basic Instruc. (Waring/K-8)	522 Action Learning & Career Explor. (K-8)
518 Academy of Basic Instruc. (Lyon/K-8)	594 Individually Guided Educ. (Wade/K-8)	592 Investigative Learning Ctr. (K-5)
578 Visual & Performing Arts (K-5)	610 Individually Guided Educ. (Woerner/K-8)	524 Academy of Basic Instruc. (Mallinckrodt/K-8)
602 Foreign Language (K-8)		454 Classical Junior Academy (2-8)
456 Montessori (K-3)		

Middle

300 Academic & Athletic Academy (6-8)	332 Investigative Learning Ctr. (6-8)	330 Visual & Performing Arts (Marquette/6-8)
337 Military Middle School (6-8)		321 Visual & Performing Arts (Humboldt/6-8)

High School

144 Naval Junior ROTC (9-12)	150 Academy of Math & Science (9-12)	186 Visual & Performing Arts (9-12)
156 Metro High School (9-12)	147 Mass Media (9-12)	171 Senior Classical Academy (9-12)
142 Honors Art (9-12)	168 Foreign Language Specialty (9-12)	141 Health Careers (11-12)
129 Management Center (11-12) (9-12) pending approval	142 Honors Music (9-12)	(9-12) pending approval

PARENT'S SIGNATURE _____ DATE _____

I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district.

PLEASE RETURN TO: RECRUITMENT & COUNSELING CENTER, 1520 SO. GRAND BLVD., ST. LOUIS, MO. 63104 (771-4500)

CUT, FOLD, AND AFFIX STAMP

5

The instructional approach found in this type of school allows students to work at the level at which they comprehend, regardless of their age.

■ There are two Individually Guided Education (IGE) schools, both serving grades K-8.

Here, students study in different settings for different subjects, depending on their achievement level. They are assigned to teams which encompass several grades. Within a team (and, if appropriate, between teams), students are grouped according to their ability in a particular academic area. Carefully monitored test data and teacher evaluations are the basis of this personalized educational plan. At any time when the need arises, students can be regrouped. For example, a child who has mastered a mathematics concept may be regrouped into another class covering more advanced material.

The individual learning opportunities found in IGE schools are tailored to the student's unique abilities and personal characteristics.

The IGE method of instruction is international in scope and widely acclaimed throughout the world. More than 3,500 schools are affiliated with the Association of Individually Guided Education.



■ 2 INDIVIDUALLY GUIDED EDUCATION SCHOOLS (K-8)



Excerpts from the Magnet Review Committee's evaluation of WADE IGE SCHOOL:

The staff, students and parents of the Wade IGE School are committed to their school and to the program. Evidence supporting that commitment abounds. Instruction is solid; students are busy and well-disciplined. The art program is outstanding. The library is well-managed and used as the resource that a library should be. The presence of Chapter I instruction within classrooms is encouraging.

The management structure to maintain a genuine IGE program has been thoroughly and effectively implemented.

The school is doing a good job in most areas of basic skills instruction, as evidenced by test scores. There is careful monitoring of test data to determine appropriate instructional changes indicated in some areas where scores are not as high as in other areas.

The devotion of time and effort on the part of the school staff, both in terms of regular team meetings each week and inservice during the school year, demonstrate an enthusiastic commitment to the IGE concept and process.

Excerpts from the Magnet Review Committee's evaluation of WOERNER IGE SCHOOL:

The dominant mode of instruction in this school is whole class, teacher-directed instruction, often of good quality. The environment is generally comfortable.

Certain key elements in the IGE model are not in place in this school. In order to fully implement them, staff must gain an understanding of the IGE concept and its classroom implications. This needs to include an understanding of the use of test data to guide instruction, a clear relationship of instruction to specified objectives, and implementation of strategies from individualization of instruction and use of varied learning materials.

SCHOOL LOCATIONS

- Wade IGE School,
2030 S. Vandeventer, 63110
(Carondelet area)
- Woerner IGE School,
6131 Leona, 63116
(Shaw neighborhood)

(Cut on dotted line)

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Recruitment and Counseling Center
1520 S. Grand
St. Louis, MO 63104

College Preparation

Metro High School (9-12)



Students are referred to as St. Louis' first step to college. Metro High School has a reputation for its students.

Students who attend high schools in other college preparatory programs in the area like science, foreign language, art, Metro students receive a full college preparatory curriculum in all academic areas. Metro students prepare for college in many ways. All Metro students where enrollment is at least 2000 students participate in a stimulating and challenging program. Students receive a full range of classes at local colleges, universities and businesses. Metro students are instructed by Metro faculty members who utilize the best teaching techniques of the host.

Metro offers standard courses in mathematics, science, English, foreign languages, business, education, drama, art and social studies. In addition, college credit is available for some courses through an arrangement with St. Louis University.

The high academic standards of Metro are set within an atmosphere which encourages personal freedom. Hence, students must be highly motivated and eager to accept responsibility for their own academic success. Admission to Metro requires recent attendances from past four years and acceptable test scores.



Sixty hours of community service is required each year by all Metro students. They volunteer in hospitals, day care centers, senior citizen residences and other non-profit agencies.

SCHOOL LOCATION

- Metro High School, 5017 Washington, 63108 (Central West End)

CLASSICAL JUNIOR ACADEMY (2-8) SENIOR CLASSICAL ACADEMY (9-12)



Students who are prepared to be challenged by the most rigorous levels of instruction who have been accepted into the program are referred to as Metro students. Metro students are referred to as St. Louis' first step to college. Metro High School has a reputation for its students.

For both gifted programs, the well-planned and enriched curriculum is carefully planned to stimulate higher level thinking, creative productivity, independent study, research and use of imagination and initiative. At the Metro students are encouraged to develop and maintain high levels of achievement in language arts, social studies, foreign language, mathematics and science. The curriculum, characterized by problem-solving and discovery approaches, stimulates the active minds of gifted students so they

remain interested in what they are studying. Physical education and art are also taught, as well as vocal and instrumental music.

Other features of this school include typing for grades 5, 6 and 7, pre-algebra for grades 7 and 8, speed reading and a well-equipped computer center.

■ The "school within a school" is located at Soldan High School. Here, students can participate fully in the many varied activities which take place at Soldan while also being part of a specialized accelerated program. Students spend approximately half of their day in class with only Senior Classical students and the other half in classes with Soldan students.

A rigorous instructional program is provided in all areas, especially

English, science, mathematics, computer science, foreign language and social studies. In addition, students can take both advanced placement and independent study courses.

■ A high priority is placed on projects which emphasize research, the application of academic background and the development of gifted abilities.



SCHOOL LOCATIONS

- Enright Classical Junior Academy, 5351 Enright, 63112 (near DeBalviere Place)
- Senior Classical Academy, at Soldan High School, 918 N. Union, 63108 (near DeBalviere Place)

MANAGEMENT CENTER (11-12) (pending approval) Management Center (9-12) for 1985-86

or students who wish to work in administrative positions upon graduation, the Management Center provides solid preparation. Here, students can study accounting, management, finance and secretarial procedures, as well as leadership and supervisory skills.

This business oriented school stresses the mastery of basic skill competencies such as oral and written communication and business math. Students learn to operate business machines like word processors, document storers, typewriters, electronic calculators, minicomputers and reprographics and transcribing machines. Courses in marketing, personnel management, professional speaking and business communication are also offered.

This school's emphasis on leadership, decision making, problem solving, and human relations prepares students to enter entry-level administrative jobs or to continue their education. Students learn the importance of the ability to direct people and the use of available resources in accomplishing organizational goals.

In addition to the specialty courses, Management Center offers a full academic course of study leading to a high school diploma. Students have the opportunity to learn on-the-job administrative skills by "shadowing" business professionals or by participating in internships at local companies.

(Pending approval, Management Center would begin serving grades 9-12.)

"Whether or not I will go into the business world, the courses here at the Management Center have helped me to develop the skills I need to do well in any job. I feel confident that I will do well in my career as a result of the special courses I took here, which no other school offers."

—Kathy Bailey
MANAGEMENT CENTER



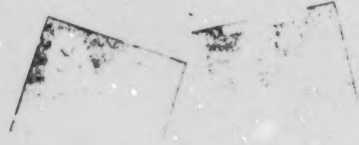
SCHOOL LOCATION

- Management Center, 814 N. 19th St., 63106 (near the central business district)

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or call 771-4500

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about _____

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**Openings are still available for the
following Magnet Schools in St. Louis for the
1985-86 school year.**



Math & Science

**HEALTH
CAREERS CENTER**

1530 S. Grand 63104

9-12 Health Careers Center prepares students for entry-level employment in any of the diverse medical, dental or allied health professions. Or for students interested in postsecondary, health-related studies, this school gives them a head start. The Center's curriculum includes regular high school subjects plus comprehensive training in the health services. These experiences expose students to a variety of healthcare areas as well as provide them with valuable professional contacts.



Management

**CENTER FOR MANAGEMENT,
LAW, AND PUBLIC POLICY**

814 N. 19th St. 63106

9-12 For students who wish to work in administrative positions upon graduation, the Center provides solid preparation. Here, students can study accounting, management, finance, law and public policy, as well as leadership and supervisory skills. This management-oriented school stresses the mastery of basic skill competencies such as oral and written communication and preparation for advanced studies. In addition to a variety of specialty courses, the Center offers a full academic course of study.



Military

**PRUITT MILITARY
MIDDLE SCHOOL**

1212 N. 22nd. St. 63106

6-8 At the Military Middle School there is no formal affiliation with any one military branch of service. Instead, students are exposed to all branches including the Coast Guard, Merchant Marines, Air Force and Navy. Students study regular academics as well as the history and operation of military branches.

They also participate in drill practice and daily inspections. A military adviser and other military personnel are part of the school's permanent staff.



Communication

**FOREIGN LANGUAGE PROGRAM
ROOSEVELT HIGH SCHOOL**

3230 Hartford 63118

9-12 This part-time program is for high school students who wish to specialize in foreign language while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. The program features a computer center, a microcomputer language lab, guest speakers, festivals, field trips, and college and career information.

Visual & Performing Arts

**HUMBOLDT VPA
MIDDLE SCHOOL**

2516 S. 9th 63104

6-8 Students with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skill in these areas by attending the Visual and Performing Arts School. Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in art, dance, drama, music and creative writing. As interest develops, they can devote more time to a particular area. Opportunities are provided for students to gain firsthand knowledge by participating in and observing student and professional performances in dance, drama, music and art exhibitions.



On-Site Observation

**MADISON ACTION LEARNING
AND CAREER EXPLORATION
SCHOOL**

1118 S. 7th St. 63104

K-8 This school goes beyond teaching the basics to show students firsthand how the concepts and skills they learn daily are applied in the working world. This important correlation is achieved through a comprehensive program of field trips as well as career seminars conducted at the school by business and community agency representatives. By participating in these activities, students receive in-depth exposure to a wide range of occupations. Students are encouraged to become involved in community and civic projects.

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City - 771-4500

4-24-85 NORTH COUNTY JOURNAL

Positive Parents: Magnet Schools Are The Right Choice



Salvatore and Marianne Mazzola with daughter Caren

Our daughter, Caren, has been enrolled in Mason Investigative Learning Center since the sixth grade. It's just probably been the best teacher-pupil personal experience that the child could have.

The school seems to be geared toward the children, teaching leadership, self confidence, capitalizing on the child's best abilities, showing up their weaknesses-- a child-oriented school.

One of our neighbors' children had been going to Mason. During the summer, when the children were playing together, the neighbors' girl was talking excitedly about going to a computer summer camp. We were amazed that a child would be this interested in scholastic activities in preference to the other summer activities, such as softball, soccer and so forth.

So, consequently, the more we heard about the school she was going to, the more we decided that this was something we would like to investigate. My wife called the child's mother, who was highly enthusiastic about the school.

Not only do they have the computer classes at Mason, they also have gifted classes where students who qualify can advance at their own pace. They've polished a lot of Caren's finer points. We've seen a lot of growing up and maturing.

We were not apprehensive at all about sending Caren to Mason because I went there when I was a child. I know the neighborhood well and feel it is secure. She has been able to make friends of all kinds, and we have made new friends also.

It would be the biggest mistake in a child's life if she didn't take advantage of these opportunities.

We believe that Caren is receiving the kind of encouragement she needs to succeed. She no longer talks about "if" she goes to college, but "when."

FOR MORE INFORMATION CALL:

RECRUITMENT & COUNSELING CENTERS

City **771-4500**

County **432-0079** 162

MONDAY THROUGH FRIDAY 8:30 A.M. TO 4:30 P.M.



Charlene Solomon with twins, Jon and Kelley

For eight years the twins, Jon and Kelley, went to a private school, but it was getting too expensive. So, after looking at test scores and the dropout rate, and talking with the principal, I decided that the Naval Jr. ROTC Academy was the best place for them. Also, I had heard from friends how the Academy has installed pride and self-confidence in their children while also maintaining high academic standards.

The cadets are offered opportunities to go on trips if they keep up their grades, and this is something I wouldn't have been able to afford myself.

This year, Kelley has visited the Great Lakes Naval Station and Jon has gone to the Naval Air Base in Pensacola, Florida. Another group visited the aircraft carrier Nimitz.

The cadets are solely responsible for taking care of their uniforms. They shine their shoes, wash and press their clothes everyday in addition to doing their homework. They really have to learn self-discipline.

Another thing they've had to learn is teamwork. Cadets are part of squads. Merits and demerits are given to squads as a whole, so that when one member breaks a rule or "goofs up" the whole squad suffers. So they all work together to see that they measure up academically, behaviorally and in the dress code.

I've been very pleased with the teachers at the Academy--they always seem to go one step further than necessary to help the children. This is a very structured school and the students who attend have to be able to accept discipline. They must wear a uniform, be respectful, be to class on time and follow all the rules in the handbook. They are busy, but they are learning a lot.

Our friends and I all have high praise for the Naval Jr. ROTC Academy and for its teachers.

Students At City Magnet Schools Pursue Interests, Cultivate Talents

SSJ 1-23-85

In a previous Education Section, the "Journal" published an article on elementary magnet schools operated by the St. Louis public school system. This week, information is presented on magnet programs for other grades.

The middle schools serve grades six through eight. Unless otherwise noted, the high schools listed serve grades 9 through 12.

Magnet schools provide a solid basic curriculum supplemented by instruction in a specialized area. Established to foster integration, the schools maintain a racially balanced student body.

Interested persons may call the Recruitment and Counseling Center at 771-4500 for information.

MIDDLE SCHOOLS:

• **Academic and Athletic Academy:** At this school, athletics are used to motivate and discipline students in their scholastic efforts. This approach is based on the belief that the self-awareness and confidence gained through participation in individual sports and camping will carry over into academic performance.

• **Investigative Learning Center:** The enriched and accelerated math and science experiences emphasized at this school help students develop valuable skills associated with scientific inquiry and problem-solving.

A gifted program is available.

• **Military Middle School:** In the disciplined military setting of this school, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and appearance.

Students are exposed to all branches of military service through field trips to various military service installations, in-school presentations by local servicemen and classroom studies.

• **2 Visual and Performing Arts Middle Schools:** Students with talent or interest in the visual arts, dance, drama or vocal and instrumental music can develop skills in these areas by attending one of these schools.

All regular academic subjects are taught.

HIGH SCHOOLS:

• **Academy of Mathematics and Science:** Advanced courses in math, science and computer science are taught as well as the regular high school curriculum.

Small classes allow students to receive personal attention in well-equipped facilities. Careers are explored, and college preparatory courses are offered in all subjects.

• **Foreign Language Specialty Program (part-time):** Housed at Roosevelt High School, this program is for students who wish to specialize in a foreign language, while taking their regular required courses at Roosevelt where they may participate in sports or extracurricular activities. The program welcomes beginning foreign language students as well as advanced.

Students study any one of these foreign languages: French, German, Russian, Spanish or Chinese. In addition, the cultures of other countries are explored.

• **Health Careers Center:** This school prepares students for entry-level employment in any one of the many medical, dental or allied health professions. It also gives students interested in postsecondary, health-related studies a head start.

Pending approval, Health Careers Center would begin serving grades nine through 12.

• **Honors Art Program (part-time):** The program is designed for students who show promising talent in and a strong commitment to art. Teacher-recommended students can participate in this program while attending their assigned school.

Honors Art offers drawing, painting, ceramics, graphics, metalry, sculpture, photography, filmmaking and a variety of textile crafts.

• **Honors Music Program (part-time):** The program is designed for students who show promising talent in and a strong commitment to music. Teacher-recommended students can participate in this program while attending their assigned school.

Honors Music students concentrate in either vocal or instrumental music and receive both individual and small group instruction.

• **Management Center (grades 11 and 12):** For students who wish to work in administrative positions upon graduation, the Management Center provides solid preparation. Students can study accounting, management, finance and secretarial procedures.

This school's emphasis on leadership, decision-making, problem-solving and human relations prepares students for entry-level administrative jobs or for further study.

Pending approval, Management Center would begin serving grades nine through 12.

• **Mass Media Program (part-time):** In this program, housed at McKinley High School, students receive practical experience in radio, television, film production, photography and journalism. Students enrolled in this program take their regular required courses at either McKinley or at their assigned school.

• **Metro High:** At this school, academically motivated students frequently attend classes at local colleges, universities and businesses.

Metro students receive a full college preparatory curriculum in preparation for postsecondary studies.

Metro offers the standard courses in mathematics, science, English, foreign languages, business education, drama, art and social studies. In addition, college credit is available for some courses through an arrangement with St. Louis University.

• **Naval Junior ROTC Academy:** At this school, which has a formal affiliation with the U.S. Navy, uniformed male and female students (called cadets) develop citizenship, leadership and teamwork skills as well as high standards of personal conduct and appearance. They receive leadership training and instruction from naval officers and chief petty officers.

Naval science courses include piloting, meteorology, navigation, radar and sonar. To reinforce classroom studies, students visit local navy installations.

• **Senior Classical Academy:** This "school within a school," located at Soldan High School, challenges the faster-paced learning needs of students who have been identified as gifted and talented through the school system's testing process.

• **Visual and Performing Arts High:** Students are taught regular academic subjects, supplemented and enhanced by specialized instruction in the visual arts, dance, drama and vocal and instrumental music.

Gifted children 'flourish' at Classical Junior Academy in CWE

By Peggy Magee

One class reads Tolstoy's 'The Two Brothers' and discusses the author's purpose. Another interprets stock market reports and makes hypothetical investment decisions. Several students rehearse speeches they researched and wrote in preparation for a citywide oratory contest.

You might expect these participants to be in high school or even college. Instead, they are elementary students at the Classical Junior Academy, 5351 Enright Ave., a public magnet school for gifted children in grades two through eight.

Principal Mary Beth Purdy says students flourish in the school where the approach is creative, imaginative enrichment and rigorous fast-paced work in the basics. "We help them fine-tune their thinking skills and creative potential by planning stimulating classroom and field experiences," she said.

It's not that the subject areas are different from other elementary schools, she says, but the activities and assignments that complement them. Field trips are "an integral component."

This year, third-grade science students visited an active archeological dig at the Cahokia Mounds and conducted a surface study for artifacts. Fifth graders learned history by camping out and living like people in the 1800s. City government was explored by sixth graders who observed the St. Louis Board of Aldermen in session at City Hall.

Often students need not leave the building to be equally enriched. The school staff and parent organization seek out interesting presentations to enhance classroom studies.

A lawyer recently addressed fifth graders on examining witnesses as part of a nine-week mock trial project. In monthly record-playing sessions, students in grades two through five learn from parents about great composers and their music. During Black History Month, a children's dance troupe performed for the entire school. The entertainers were students of world-renowned dancer and choreographer Katherine Dunham.

Mrs. Purdy explains the thrust of these programs as "examining the whole as they learn the parts."



CLASSICAL JUNIOR ACADEMY
Eighth-grader Kurtia Cole watches television for a different reason.

The school newspaper and the annual literary review are more proof of this approach. The publications include articles, poems, drawings and creative writings contributed by students in all grades. A research paper, complete with bibliography and footnotes, is a semester-long project for seventh and eighth graders. They submit the seven-to-eight page report typewritten, having learned to type in earlier years.

In many cases, Academy students are introduced to subjects earlier than other elementary students. Next year, Mrs. Purdy reports, children in grades two through four will begin learning about computers. Foreign language and industrial arts/home economics are offered beginning in the fifth grade, and instrumental music in the fourth. Physical education, vocal music, art and dance are offered to all students.

Mrs. Purdy says her students, who qualify for admission through test scores, "are interested in learning and get heavy doses of it."

Parents agree, and some are relieved that the challenging, accelerated program exists.

Gary and Diane Bradley said their three sons who attend the Academy would come home from their former school frustrated because they wanted to learn and felt they weren't learning. Mrs. Bradley and other parents of gifted students taught the children themselves after school. But since the Bradley children have been at the Academy, Mrs. Bradley says, "I don't have to do anything. Life is easy."

The school must have something special to offer the Bradley boys for them to commute daily from their home in Chesterfield

to the DeBaliviere-area school. Because it is a magnet school, enrollment is racially balanced, and students are accepted from both St. Louis city and county.

The 595 students come from all parts of the city and from county districts, including Bayless, Ritenour and Parkway.

Eighth-grader Kevin Bradley says the education is worth the 30-minute commute. "There are things I've already learned that other students are doing in high school," he says. He plans to attend DeSmet High School and expects to be able to test out of some of the freshmen courses there.

In addition to stimulating academics, the Academy addresses the needs of gifted children in other ways. At their former schools, Mrs. Bradley says, these children—two to four years ahead of themselves mentally—were often made fun of for being bright.

But at the Academy, she says, They have friends with similar interests and abilities and now realize "it's okay to be smart."

For information or an application, call 771-4500.



CUT AND PASTE. Two second-graders at the Classical Junior Academy, 5351 Enright Ave., don masks they made after seeing a panoramic slide show on African masks at the 4th R Gallery Media Center.

Guided Magnet Program Stays In Step With Individual Ability

WEST COUNTY CITIZEN 8-15-84



Peer tutoring is one of the instructional methods used to improve skills in ability-grouped classes at Individually Guided Education magnet schools. According to Rejesta Perry, principal of Woerner, instructional techniques change according to the needs of the students.

Maplewood resident Dierdre Ritter and Lemay residents Dawn and Melissa Ledbetter seem more excited about school than ever before. For their parents, that's reason enough for sending their children to a city Individually Guided Education magnet school.

Under the Voluntary Desegregation Plan, white students from predominately white county districts can attend city magnet schools - special emphasis schools that are racially balanced. Enrollment application is open to students from the metropolitan area.

Dawn and Melissa are the children of Charles and Linda Ledbetter. Linda Ledbetter said the deciding factor in opting for the individually guided education (IGE) program was the fact that their two young daughters would be able to progress at their own rate.

MULTI-AGE GROUPING, an integral feature of IGE, allows students to work at the level at which they comprehend, regardless of age. It helps eliminate concerns parents have when their child falls behind in one of the fundamentals or is stymied by slow learners.

Dierdre's parents are Michael

and Laurel Ritter. Laurel Ritter cited this benefit for their daughter: "In the IGE school, if she's doing well in math, Dierdre can advance into another math group while remaining in the same reading class."

IGE is geared to the student's unique learning abilities and personal characteristics. In addition to standardized testing, which compares the child's ability to others in the same grade, individual criterion-reference tests are administered to assess individual strengths and weaknesses. Test results and teacher evaluations then formulate the basis of a personalized education program.

Two schools in the St. Louis school system will continue an IGE program. Wade, 2030 S. Vandeventer, and Woerner, 6131 Leona, will reopen Sept. 5 for students in kindergarten through eighth grade. Kindergarten classes in both schools will be in session all day.

TEAM TEACHING - the assignment of students, teachers and support staff into units - is used in each school to facilitate the multi-age grouping concept.

The breakdown is as follows:

team 1, kindergarten through grade two; team 2, grades three and four; team 3, grades five and six; and team 4, grades seven and eight.

Team teachers plan the curriculum for students in that group. By operating within these units, they are better able to chart a student's progress and divide teaching assignments according to expertise.

"Teachers have a great deal of input in planning and managing the academic and social programs for students within their team," said Woerner teacher Virginia Grace. This allows for the regrouping of students when the need arises. For example, a child who has mastered a concept may be regrouped into a class covering more advanced material.

Instruction within an ability-grouped class can take place in small- or large-group settings, one-on-one or through peer tutoring.

Rejesta Perry, principal of Woerner, explained, "Instructional techniques change according to the needs of the students."

FILMS, TAPES, workbooks, demonstrations, skits, and var-

ious school system and community resources are among the many teaching aids used. The field trips planned have specific instructional goals.

According to John Ingram, principal of Wade, "St. Louis IGE schools have the resources to provide a wide variety of materials to address students' diverse interests."

"The purpose of IGE is to provide an environment that is highly conducive to learning - an environment that turns children on, not off," Ingram said.

The St. Louis school system is not the first to offer IGE. The program is international in scope and is widely acclaimed throughout the world. More than 3,500 schools are affiliated with the Association for Individually Guided Education.

Rejesta Perry summed up the essence of the IGE concept: "It's tailored to the child; the child is not forced to fit the program."

For more information on IGE or other city magnet schools, call the Recruitment and Counseling Center at 771-6986.

(This article, from St. Louis public schools, is by Peggy Magoo.)

Health Care 85



St. Louis Magnet School Prepares Students For Health Careers



Health Careers students transfer a patient at Veterans Administration Hospital on Grand.

Physical therapist Cindy Alvino says she's impressed with the high school training of her student intern, Lisa Diskus. The senior at Health Careers High, a St. Louis magnet school, has worked twice a week since January in the physical therapy department at Veterans Administration Hospital in south county.

"Lisa came to us with a lot of knowledge and was very familiar with medical terminology," Alvino said. "She knows the basics and we're teaching her new procedures. We answer any questions she has."

Lisa transfers patients, straps them to the therapy equipment and works with them on range of motion exercises. She also runs errands and answers the phone.

Located at 1530 S. Grand in the midtown medical area, Health Careers provides a comprehensive high school curriculum, including English literature, business, history and sociology. Math and science-related courses, exploratory simulation experiences and clinical internships round out the program, which prepares students for entry level employment or further study in allied health professions.

AFTER A general orientation

their first year to careers in the health services field, students select an area of speciality - either patient care; rehabilitation therapy, which includes physical therapy; laboratory technology or medical/dental business. Certified health specialists teach and supervise each unit.

After graduation from Health Careers, Lisa plans to study toward a degree in physical therapy. She said she believes her high school training will give her a head start in the college program.

Health Careers principal Albert Reinsch said the clinical experience students receive allows them to test their interests and abilities before pursuing advanced studies in a specific field.

"Some four-year nursing schools don't provide clinical experiences until the third year and, at that point, students may realize nursing isn't for them," he said.

THE HEALTH CAREERS program, he said, enables young people to "discover where their interest lie."

Dr. David Davidson, associate dean of optometry at the University of Missouri at St. Louis,

agreed.

"The school provides students with a knowledge base to make a much more intelligent career decision," said Davidson, who is a member of the school's advisory board.

He added that Health Careers students "can sense the relevance of their high school education to their long-range career goals. It's in their best interest to have that kind of competitive edge."

The 12-member advisory board, made up of health field administrators, officials and educators, meet regularly to make recommendations on the school's curriculum.

LIKE LISA Diskus, other seniors at Health Careers are now "interning" at local health care institutions, applying theory and skills learned in the classroom. Students are placed in facilities where they receive hands-on, supervised training in their specialty area.

Two students in the "lab tech" unit are in the clinical lab at the Yeatman Union-Sarah Medical Center. They draw blood from patients, analyze blood and urine and assist in the autopsy room.

Several students who study patient care work in the operating room at the Veterans Administration Hospital on Grand. They pass instruments during surgery, transfer patients, check vital signs and make beds (hospital style).

Another student, in medical business, assists with hospital bookkeeping procedures at various offices of St. Louis University Hospital.

Teacher Odessa Owens, who supervises the medical laboratory students, said the students are gaining knowledge and skills as well as developing empathy for patients and a professional rapport with co-workers.

Owens added that this training "is applicable to related allied health professions."

WHILE THE school currently serves only juniors and seniors, administrators hope for its expansion next year to a four-year high school. A decision on this and other magnet school proposals, submitted by the school board to U.S. District Judge Stephen N. Limbaugh, are expected in the near future.

For more information or an application, call 771-4500.

APPENDIX C

TEACHER EXCHANGE/TRANSFER PROGRAM



THE VOLUNTEER

A Newsletter Highlighting the Voluntary School Desegregation Plan

Winter, 1985

Teacher

Exchange/Transfer Program

Will Begin 1985-86

All of us involved in implementing the Settlement Agreement have taken major responsibilities and extended ourselves to make the plan work. We have faced continued challenges and served them by exploring creative ways to be successful in new situations.

We now have another important challenge ahead. The Teacher Exchange/Transfer Program is an integral component of the Agreement. Once we have interested teachers, we rely on participating school districts to help implement this part of the Agreement by placing applicants in available positions for the subsequent school year. The task is not easy, but certainly not beyond our ability to fulfill.

"The purpose of the teacher transfer and exchange program among metropolitan and county school districts is to enhance racial teacher balance and teacher integration experiences in the districts. Another purpose of this program is to foster attitudes of responsiveness, cooperation and innovation in meeting educational challenges." (Settlement Agreement, Section VI.1.a, page 4)



There are conditions listed in the Settlement Agreement, Section VI.1.b, pages 4-6. Each school district has copies of these conditions which are available to all teachers. The conditions indicate personnel policies, salary conditions, teacher tenure status, selection procedures, period of the exchange or transfer, and other expectations. VICC staff would be pleased to send anyone a copy of these conditions upon request.

The VICC recognizes the significance of the Teacher Exchange/Transfer Program and has formed a subcommittee, chaired by Doug Cormack, Principal of McGrath Elementary School, Brentwood School District. The purpose of this subcommittee is to disseminate information about the program and to promote exchanges and transfers. The goal of the

subcommittee is to stimulate interest and foster participation. In addition, all superintendents have been asked to support this program and help facilitate its implementation.

We are encouraging teachers to consider participating. Those interested may apply for an exchange or transfer by completing the form enclosed in this newsletter. Additional applications may be obtained by calling the VICC office, at 432-0079. Completed applications should be returned to:

Teacher Exchange/
Transfer Program
VICC Office
10601 Clayton Road
St. Louis, MO 63131

Thank you.

Susan Uchitelle
Executive Director
of the VICC

Ritenour Supports Voluntary Transfer Plan

In its fourth year of accepting inter-district transfer students, the Ritenour School District now has 484 transfer students enrolled. Gerald Sandweiss, Assistant Superintendent, reported, "We are pleased with the natural way in which the voluntary and regular programs have blended into one program for all students."

Students and staff at Ritenour have been particularly active this year with participation in a number of part-time programs and multicultural awareness workshops. Furthermore, the district notes

that six of its minority students have gone on to attend the University of Missouri and one transfer student has applied for a scholarship from the St. Louis Post Dispatch.

Dr. Sandweiss, moreover, stated, "We have had reporters visiting our district from the Philadelphia Inquirer and the Kansas City Times, and our students in the desegregation plan were extremely positive in making statements to these two newspaper reporters." Clearly, Ritenour is committed to helping make the Voluntary Interdistrict Transfer Plan work.

Valley Park and Affton Foster Friendships

Good feelings toward others of different cultural backgrounds can be fostered in the public schools. Activities designed to encourage multicultural understanding are varied and can be as simple or elaborate as desired. Two interesting activities recently took place in the Valley Park and Affton School Districts.

At Valley Park the Student Council for the Seventh and Eighth Grade Center sponsored Friendship Day to emphasize meeting new people and making new friends.

A drawing was held in advance of the day. Two identical sets of numbers were mixed together, and the students each drew a number. At the afternoon party on Friendship Day the students matched numbers to find their new friends. Packets of gum and candy which had been sold by the Student Council were exchanged and a break dancing contest was held. A good time was had by all students who participated in this amicable activity.

The fourth and fifth graders of Baden School in St. Louis and Gotsch School in Affton have had some fascinating enrichment experiences through St. Louis' Springboard to Learning part-time program.

One activity involved a field trip experience at Calvary and Bellefontaine Cemeteries. The students from Gotsch were given a warm welcome by the youngsters at Baden School on November 16. The children then spent time in their classrooms meeting face to face those with whom they had already begun a relationship through their pen-pal correspondence. Despite initial shyness and reserve, it was soon evident that the children had found they had many common interests.

A well-planned and executed skit by the Baden students introduced the activities at the cemeteries. Students personified well-known residents of Calvary and Bellefontaine and described their contributions to society. Then all the students paired up with their pen pals

and boarded buses which took them to Bellefontaine and Calvary Cemeteries.

Groups of students and their adult leaders, many of whom were volunteer parents, were dropped off at various points throughout the cemeteries. The leaders had been provided with maps marked with the groups' specific routes, and the youngsters had assignment sheets to complete based on information they found along their routes. They were to find the burial places of famous people, such as Dred Scott, William Clark and others.

After a couple of hours in the blustery cold of the cemeteries, the groups were ready to return to share their observations. Their fingers and toes were blue with cold, but their faces were glowing with enthusiasm for their experience.

Such an activity provided students with a memorable adventure, opportunities to generate new friendships, to utilize and cultivate skills in social studies, art, math and science, and a vivid lesson in local history.

Smile, You're at the Mass Media School



The Mass Media Specialty Program at McKinley High School offers students a variety of stimulating experiences involving television, film production, photography and journalism.

Open to students from the city and the county in grades 9-12, the program can be a valuable asset to aspiring young print and broadcast journalists. Classes include introductory and advance theory courses, hands-on lab experiences, field trips, guest speakers and the creation of a final project.

The Radio Lab class provides students the unique

opportunity to broadcast every school day on KSLH, the FM station of the St. Louis Public Schools. The class is modeled to resemble, as closely as possible, the working conditions of a radio station. Students produce, edit and engineer the programs that are aired Monday through Friday on KSLH at 9:00 a.m. and 1:30 p.m.

The Photojournalism and Filmmaking classes meet in a suite of four rooms, which include a conference room, traditional classroom, studio space, and the combined darkroom and "wet room." The largest room is light controlled, allowing a perfect cinematic environment for film exhibition. All photographic work, such as gathering assignments through shooting, developing and printing, is

executed by the students. The filmmaking students work in production teams, writing their own treatments which are then developed as scripts and produced by the same teams.

Students in the Television classes work on the production of programs centered on teen entertainment in the St. Louis area. The shows include movie reviews, previews of video cassette releases, and popular teen spots in the metro area.

Mass Media students contribute to every aspect of school life at McKinley from the school newspaper and yearbook to the production of a film which depicts the spirit of the magnet school system. Creativity abounds at Mass Media which makes it clearly a choice worth considering.

Upon entering Wade School, one of the locations of the Individually Guided Education magnet program, one is impressed with the feeling of vitality pervading the atmosphere. The children are actively involved in the unusual learning process which is a unique feature of the Individually Guided Education model.

According to a recent evaluation by the Magnet Review Committee, the I.G.E. program "is well implemented in this school. The school is organized into instructional teams, with clusters of teachers working under the direction of a designated team leader. Students are grouped into clusters and re-grouped based on their instructional levels as appropriate....A combination of large group instruction, some independent individual learning activities, and more limited small group instruction" are

Learning is Individual at Wade School



among the teaching methods used at Wade.

Students are provided instruction in all academic areas designed to meet their individual needs. This gives the child who is performing above his/her grade level in math, for example, the opportunity to forge ahead in that subject while at the same time allowing for remedial help in reading and language arts if needed. Competition among the children is kept to a minimum while they work at a pace that is comfortable for them.

Staff and students at Wade appear to interact well within

an environment where school rules are enforced fairly and consistently. The classrooms and hallways are invitingly decorated. Eye-catching bulletin boards are designed to stimulate thinking and reflect the various activities occurring throughout the school. The Magnet Review Committee reports that "parents are supportive of this school, feel that there is good communication between the school and home, and feel that the school is responsive to their children's individual needs."

The teachers and administrators at Wade have high expectations for student achievement. This attitude is clearly and positively conveyed to the students who seem to respond with notable enthusiasm. The Individually Guided Education magnet program at Wade School is an exciting alternative to the traditional classroom standard.

Applications and Recruiting Keep VICC Staff Busy

Applications were sent to ascertain continuing interest to students who were eligible to transfer to county school districts but could not be placed because of lack of space during the 1984-85 school year. The returned applications will have first priority for placement for the 1985-86 school year.

Brochures and applications for transfer to the county school districts were mailed in early January to all black children who are now enrolled in St. Louis Public Schools. The VICC staff is engaged in processing the applications and hopes to have the majority of children placed before school dismisses for the summer.

Recruitment activities have been the focus of the VICC counselors the past couple of months. Many of the city and

county schools and various parent meetings have been visited to disseminate information. The VICC has compiled in a booklet, entitled "Answers to Your Questions Regarding Voluntary Interdistrict Transfers," a list of the most frequently asked questions. This booklet is available to parents and staff. These activities in conjunction with the mailing of the brochures and applications should increase both student and parent awareness of the Voluntary Interdistrict Transfer Plan.

The VICC is participating in a safety task force group designed to develop preventative measures to ensure the safety of students on the streets during the early morning and late evening hours.

We Need You

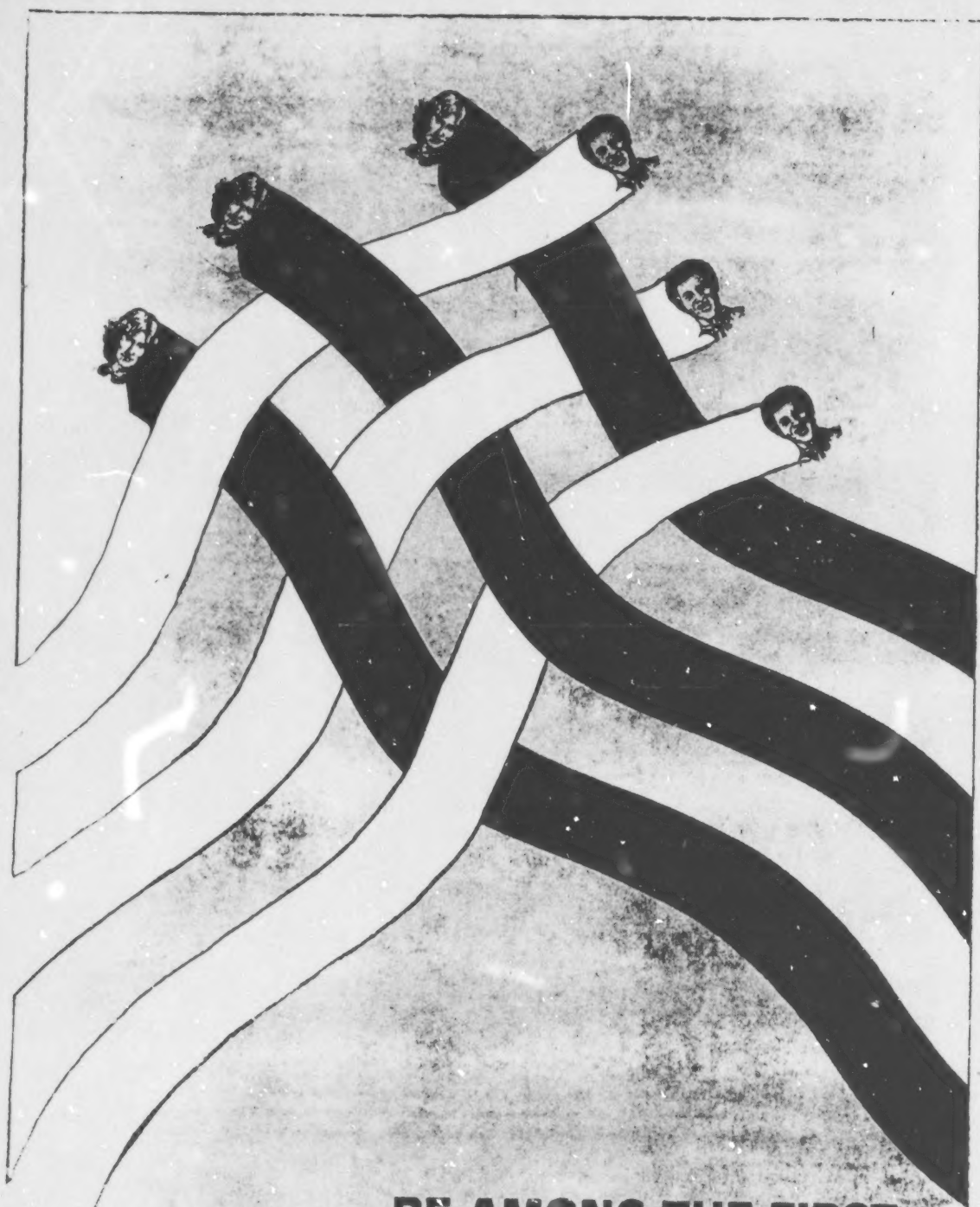
Our thanks to those who so graciously contributed information for this issue of THE VOLUNTEER.

Anyone who wishes to have his or her school district featured in the next issue or anyone who wants to disseminate other information relating to the Voluntary Interdistrict Transfer Plan may contact:

Phylis Dodge
VICC Office
10601 Clayton Road
St. Louis, MO 63131
432-0079



10601 Clayton Road, St. Louis, MO. 63131



BE AMONG THE FIRST

**PARTICIPATE IN THE TEACHER EXCHANGE/
TRANSFER PROGRAM. FOR FURTHER
INFORMATION, CALL THE VOLUNTA
INTERDISTRICT COORDINATING COUNCIL.**

432-0079



VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

COUNTY DISTRICTS NOT ACCEPTING TRANSFER STUDENTS

QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement? ^{65%} 13 7-35%
Yes No
2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin 5-25%
Newspaper 5-25%
VICC Information
Teacher Organization 6-30%
Other (Specify) 4-20%

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin 6-46%
Newspaper
VICC Information 3-23%
Teacher Organization 3-23%
Other (Specify) 1-8%

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1953-54 12-80%
1954-55 3-20%

5. Do you understand the differences between staff exchange and transfer?

91% - 20 2-9%
Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

1. An applicant can specify his/her assignment/location preferences. 52% - 11 10-46%
T F
2. I would have final say in whether I accept an exchange/transfer assignment. 100% - 20 0
T F
3. If I stay for one year, I will receive a bonus. 67% - 14 7-23%
T F
4. I will retain my employment status with my home district. 100% - 19 0
T F
5. My salary and fringe benefits will be the same as if I were in my home district. 100% - 21 0
T F
6. I will be bound to work under the rules and calendar of the host district. 95% - 20 1-5%
T F
7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange. 80% - 16 4-20%
T F
8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place. 89% - 16 2-11%
T F
9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies. 100% - 17 0
T F
10. Only tenure teachers can participate. 32% - 6 13-68%
T F
11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office. 95% - 19 1-5%
T F

(Over)

CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?
Rate with + for favorable condition and - for unfavorable condition.

- | | + - |
|--|------------------------------|
| 1. Teacher remains an employee of the home district. | 100% - <u>22</u> <u>0</u> |
| 2. Teacher receives scheduled salary and fringe benefits of home district. | 100% <u>21</u> <u>0</u> |
| 3. Teacher has the right to maintain affiliation with professional association of his/her choice. | 100% - <u>22</u> <u>0</u> |
| 4. Teacher tenure status shall not be affected. | 100% <u>22</u> <u>0</u> |
| 5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.). | 100% <u>21</u> <u>0</u> |
| 6. Teacher shall receive no mileage reimbursement for travel to and from worksite. | 14% <u>3</u> <u>19-86%</u> |
| 7. Teacher mutually agrees with host district to period of service in host district. | 100% <u>22</u> <u>0</u> |
| 8. Teacher shall be obliged to follow host district school calendar. | 100% - <u>20</u> <u>0</u> |
| 9. Teacher may receive extra duty pay for all services performed in host district. | 100% <u>22</u> <u>0</u> |
| 10. Teacher evaluation procedure shall be mutually agreed to by home and host district. | 100% <u>22</u> <u>0</u> |
| 11. Teacher shall return to home district at end of transfer assignment. | 100% <u>22</u> <u>0</u> |
| 12. Teacher's assignment upon return to home district shall be based on home district policies and procedures. | 67% - <u>14</u> <u>7-33%</u> |
| 13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position. | 91% - <u>20</u> <u>2-9%</u> |
| 14. Amount of bonus recommended by the VICE for all districts to consider is \$2,500. | 86% - <u>19</u> <u>3-14%</u> |

PLEASE REACT TO THE FOLLOWING QUESTIONS:

- | | |
|--|-----------------------------|
| 1. My decision to participate in the program would receive administrative support. | 95% - <u>20</u> <u>1-5%</u> |
| 2. The experience would benefit me professionally/personally. | 67% <u>14</u> <u>7-33%</u> |
| 3. I would be willing to participate in such a program. | 35% <u>8</u> <u>15-65%</u> |

COMMENTS:



COUNTY DISTRICTS ACCEPTING TRANSFER STUDENTS

QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement?

86% 14%
467 78
Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin 177-26%
Newspaper 259-38%
VICC Information 74-11%
Teacher Organization 90-13%
Other (Specify) 84-12%

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin 150-43%
Newspaper 51-15%
VICC Information 53-15%
Teacher Organization 78-23%
Other (Specify) 13-4%

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1981-82 2-1%
1983-84 355-82%
1984-85 75-17%

5. Do you understand the differences between staff exchange and transfer?

83% 17%
449 93
Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

- An applicant can specify his/her assignment/location preferences.
- I would have final say in whether I accept an exchange/transfer assignment.
- If I stay for one year, I will receive a bonus.
- I will retain my employment status with my home district.
- My salary and fringe benefits will be the same as if I were in my home district.
- I will be bound to work under the rules and calendar of the host district.
- An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.
- A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place.
- Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.
- Only tenure teachers can participate.
- Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.

76% 24%
374 117
93%-484 39-7%
7%-267 198-43%
18%-496 10-2%
98%-515 9-2%
98%-511 13-2%
80%-342 83-20%
82%-416 90-18%
96%-498 23-4%
39%-175 276-61%
97%-499 13-3%

(Over)

39

175

CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?
Rate with + for favorable condition and - for unfavorable condition.

- | | + - |
|--|---------------------|
| 1. Teacher remains an employee of the home district. | 94% - 52/8 - 1% |
| 2. Teacher receives scheduled salary and fringe benefits of home district. | 97% - 51/14 - 3% |
| 3. Teacher has the right to maintain affiliation with professional association of his/her choice. | 98% - 52/9 - 2% |
| 4. Teacher tenure status shall not be affected. | 99% - 52/7 - 1% |
| 5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.) | 97% - 51/15 - 3% |
| 6. Teacher shall receive no mileage reimbursement for travel to and from worksite. | 22% - 113/408 - 78% |
| 7. Teacher mutually agrees with host district to period of service in host district. | 93% - 48/39 - 1% |
| 8. Teacher shall be obliged to follow host district school calendar. | 79% - 40/106 - 21% |
| 9. Teacher may receive extra duty pay for all services performed in host district. | 95% - 50/25 - 5% |
| 10. Teacher evaluation procedure shall be mutually agreed to by home and host district. | 91% - 47/47 - 7% |
| 11. Teacher shall return to home district at end of transfer assignment. | 98% - 52/11 - 2% |
| 12. Teacher's assignment upon return to home district shall be based on home district policies and procedures. | 79% - 40/107 - 21% |
| 13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position. | 90% - 46/53 - 10% |
| 14. Amount of bonus recommended by the VICC for all districts to consider is \$2,500. | 77% - 38/119 - 23% |

PLEASE REACT TO THE FOLLOWING QUESTIONS:

- | | |
|--|---|
| 1. My decision to participate in the program would receive administrative support. | 87% - 41/62 - 13% |
| 2. The experience would benefit me professionally/personally. | <div style="display: flex; justify-content: flex-end;"> <div style="margin-right: 10px;">Yes</div> <div>No</div> </div> 41% - 20/29 - 59% |
| 3. I would be willing to participate in such a program. | <div style="display: flex; justify-content: flex-end;"> <div style="margin-right: 10px;">Yes</div> <div>No</div> </div> 12% - 59/42 - 98% |

COMMENTS:

COUNTY DISTRICTS WHO HAVE MET PUPIL RATIO GOALS



QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement $88\% - 38$ $5 - 12\%$
Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin	<u>15</u> - <u>31%</u>
Newspaper	<u>30</u> - <u>41%</u>
VICC Information	<u>6</u> - <u>12%</u>
Teacher Organization	<u>3</u> - <u>6%</u>
Other (Specify)	<u>5</u> - <u>10%</u>

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin	<u>16</u> - <u>47%</u>
Newspaper	<u>2</u> - <u>6%</u>
VICC Information	<u>5</u> - <u>15%</u>
Teacher Organization	<u>11</u> - <u>32%</u>
Other (Specify)	

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1953-54	<u>32</u> - <u>94%</u>
1954-55	<u>6</u> - <u>6%</u>

5. Do you understand the differences between staff exchange and transfer?

$80\% - 35$ $9 - 20\%$
Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

1. An applicant can specify his/her assignment/location preferences.
2. I would have final say in whether I accept an exchange/transfer assignment.
3. If I stay for one year, I will receive a bonus.
4. I will retain my employment status with my home district.
5. My salary and fringe benefits will be the same as if I were in my home district.
6. I will be bound to work under the rules and calendar of the host district.
7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.
8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place.
9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.
10. Only tenure teachers can participate.
11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.

$82\% - 36$	$8 - 18\%$
$95\% - 39$	$2 - 5\%$
$79\% - 31$	$8 - 21\%$
$98\% - 40$	$1 - 2\%$
$100\% - 37$	0
$95\% - 40$	$2 - 5\%$
$91\% - 30$	$3 - 9\%$
$84\% - 31$	$6 - 16\%$
$95\% - 38$	$2 - 5\%$
$70\% - 21$	$9 - 30\%$
$100\% - 38$	0

((Over))

40

177

CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?
Rate with + for favorable condition and - for unfavorable condition.

- | | + - |
|--|--------------------------------|
| 1. Teacher remains an employee of the home district. | 100% - <u>41</u> - |
| 2. Teacher receives scheduled salary and fringe benefits of home district. | 98% - <u>40</u> - 2% |
| 3. Teacher has the right to maintain affiliation with professional association of his/her choice. | 98% - <u>40</u> - 2% |
| 4. Teacher tenure status shall not be affected. | 100% <u>41</u> - |
| 5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.). | 97% <u>38</u> - 1-3% |
| 6. Teacher shall receive no mileage reimbursement for travel to and from worksite. | 5% <u>2</u> <u>39</u> - 95% |
| 7. Teacher mutually agrees with host district to period of service in host district. | 90% <u>36</u> <u>4</u> - 10% |
| 8. Teacher shall be obliged to follow host district school calendar. | 74% <u>23</u> <u>8</u> - 26% |
| 9. Teacher may receive extra duty pay for all services performed in host district. | 98% - <u>40</u> - 2% |
| 10. Teacher evaluation procedure shall be mutually agreed to by home and host district. | 90% <u>37</u> <u>4</u> - 10% |
| 11. Teacher shall return to home district at end of transfer assignment. | 100% - <u>41</u> <u>0</u> |
| 12. Teacher's assignment upon return to home district shall be based on home district policies and procedures. | 88% - <u>35</u> <u>5</u> - 15% |
| 13. Teacher shall receive a one time monetary bonus after a full year in the exchange or transfer position. | 98% - <u>40</u> - 2% |
| 14. Amount of bonus recommended by the VICE for all districts to consider is \$2,500. | 85% - <u>33</u> <u>6</u> - 15% |

PLEASE REACT TO THE FOLLOWING QUESTIONS:

- | | |
|--|-------------------------------|
| 1. My decision to participate in the program would receive administrative support. | 93% - <u>27</u> <u>2</u> - 7% |
| | Yes No |
| 2. The experience would benefit me professionally/personally. | 26% <u>10</u> <u>29</u> - 74% |
| | Yes No |
| 3. I would be willing to participate in such a program. | 6% <u>2</u> <u>32</u> - 94% |
| | Yes No |

COMMENTS:



ST. LOUIS PUBLIC SCHOOLS
COORDINATING
COUNCIL

ST. LOUIS PUBLIC SCHOOLS

QUESTIONNAIRE REGARDING THE STAFF EXCHANGE/TRANSFER PROGRAM

PROGRAM AWARENESS

1. Are you aware that there is an exchange/transfer provision of the Settlement Agreement? 77% 384 117-2370
Yes No

2. If you are already familiar with this aspect of the Agreement, from what source did you learn of this program? (Check categories applicable)

Staff Bulletin	239-3790
Newspaper	469-2690
VICC Information	51-870
Teacher Organization	157-2390
Other (Specify)	36-690

3. If you are not already familiar with this program, what source would most likely provide you with this information?

Staff Bulletin	177-4590
Newspaper	79-2090
VICC Information	55-1490
Teacher Organization	74-1990
Other (Specify)	8-270

4. If you are already familiar with this aspect of the Agreement, in which school year did you become knowledgeable?

1953-54	324-8590
1954-55	55-1590

5. Do you understand the differences between staff exchange and transfer?

83% 398 80-1790
Yes No

WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?

1. An applicant can specify his/her assignment/location preferences.
2. I would have final say in whether I accept an exchange/transfer assignment.
3. If I stay for one year, I will receive a bonus.
4. I will retain my employment status with my home district.
5. My salary and fringe benefits will be the same as if I were in my home district.
6. I will be bound to work under the rules and calendar of the host district.
7. An exchange can be made for a one-year period, but there would be no bonus for a shorter term exchange.
8. A transfer has the same provisions as an exchange. The difference is that there would be no teacher coming from the other district to fill my place.
9. Upon returning to my home district, I will be guaranteed an assignment according to my school district's policies.
10. Only tenure teachers can participate.
11. Applications for exchange/transfer can be obtained by calling the VICC office or your local district personnel office.

82% 364 80-1890
81% 388 58-1390
44% 176 228-5690
97% 437 15-390
95% 427 22-590
95% 426 21-590
79% 312 84-2190
71% 293 118-2970
94% 410 26-690
68% 260 121-3290
98% 393 9-290

(Over)

CONDITIONS

Which conditions of the staff transfer/exchange program would encourage or discourage your participation?
Rate with + for favorable condition and - for unfavorable condition.

- | | + - |
|--|--|
| 1. Teacher remains an employee of the home district. | 93% - <u>401</u> <u>28</u> - 7% |
| 2. Teacher receives scheduled salary and fringe benefits of home district. | 84% - <u>347</u> <u>65</u> - 16% |
| 3. Teacher has the right to maintain affiliation with professional association of his/her choice. | 97% - <u>413</u> <u>14</u> - 3% |
| 4. Teacher tenure status shall not be affected. | 98% - <u>417</u> <u>10</u> - 2% |
| 5. Teacher's home district personnel policies shall apply (sick leave, personal days, etc.). | 91% ^{91%} - <u>382</u> <u>36</u> - 9% |
| 6. Teacher shall receive no mileage reimbursement for travel to and from worksite. | 24% - <u>100</u> <u>324</u> - 76% |
| 7. Teacher mutually agrees with host district to period of service in host district. | 92% - <u>391</u> <u>32</u> - 8% |
| 8. Teacher shall be obliged to follow host district school calendar. | 91% - <u>384</u> <u>36</u> - 9% |
| 9. Teacher may receive extra duty pay for all services performed in host district. | 89% - <u>378</u> <u>46</u> - 11% |
| 10. Teacher evaluation procedure shall be mutually agreed to by home and host district. | 92% - <u>395</u> <u>35</u> - 8% |
| 11. Teacher shall return to home district at end of transfer assignment. | 92% - <u>393</u> <u>33</u> - 8% |
| 12. Teacher's assignment upon return to home district shall be based on home district policies and procedures. | 77% - <u>329</u> <u>97</u> - 23% |
| 13. Teacher shall receive a one-time monetary bonus after a full year in the exchange or transfer position. | 90% - <u>381</u> <u>42</u> - 10% |
| 14. Amount of bonus recommended by the VEC for all districts to consider is \$5,500. | 91% - <u>366</u> <u>38</u> - 1% |

PLEASE REACT TO THE FOLLOWING QUESTIONS:

- | | |
|--|-----------------------------------|
| 1. My decision to participate in the program would receive administrative support. | 84% - <u>321</u> <u>63</u> - 16% |
| 2. The experience would benefit me professionally/personally. | 81% - <u>322</u> <u>75</u> - 19% |
| 3. I would be willing to participate in such a program. | 46% - <u>186</u> <u>216</u> - 54% |

COMMENTS:



VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

November 1, 1984

Dear Superintendent:

One component of the Settlement Agreement, Section VI.I, focuses upon teacher exchanges and transfers. The purpose of the teacher exchange and transfer program is to enhance racial teacher balance and teacher integration experiences as well as to assist districts in the attainment of affirmative action goals.

As you know, there are conditions that govern exchanges and transfers. You most likely also know that to date we have not been successful in actually implementing these exchanges or transfers even though we have teachers interested and willing to participate.

As chairman of the VICC Staff Exchange Subcommittee, I feel that it is important for all of us to make a concerted effort to facilitate this component of the Settlement Agreement. The Court has questioned the Executive Director of the VICC about progress in complying with this aspect of the Agreement.

Our VICC Staff Exchange Subcommittee has been meeting to discuss the concerns related to staff exchanges, the factors blocking successful exchanges, how these factors can be reduced, and what information would be needed to facilitate participation. The subcommittee is vitally concerned about a better record of exchanges in the future than we now have. Members of the subcommittee will be meeting with personnel directors, principals and other key members of administrative teams throughout the metropolitan area to facilitate the exchange process.

I would encourage you to discuss this process with your administrators and board of education. Your encouragement and endorsement is of great importance in the success of this program. Our committee would be appreciative of any information or questions that might arise that you feel would be useful for us to have.

I am also requesting that you send the name of your district's contact person for the exchange/transfer program to the VICC office by November 15. (See the VICC Policies, Procedures, and Guidelines, Section 7, par. IIA, page 2) It has been our experience that personnel directors are effective liaison persons for this program.

Superintendents
November 1, 1984
Page 2

I am enclosing copies of the Policies and Procedures Governing Staff Exchanges and Transfers Under the Settlement Agreement, Conditions Governing Staff Exchanges and Transfers, and Current Facts (leaflet).

I look forward to hearing from you and working with your district this year. I feel confident that through the collective efforts of all the districts involved, we can demonstrate a positive response to this aspect of the Settlement Agreement. Thank you.

Sincerely,

Doug Cormack

Doug Cormack
Chairman

DC:asw

Enclosures

cc: Dr. James DeClue
Subcommittee Members



VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

May 7, 1985

Dear :

The participation of your school district in the VICC staff exchange/transfer program has been most helpful this year as we have attempted to make this program a reality. At this time, there are 44 applicants willing to be part of the transfer/exchange program. Every effort is being made by the VICC to facilitate placement for these staff.

As the members of your administrative team look over the needs of your district for next year, your encouragement and consideration of either the exchange or transfer aspects of this program as a possible method for filling teaching needs is requested. While a transfer or exchange may not produce the long-term staff program of hiring a permanent employee, there are many other possible benefits to be derived through your participation.

Enclosed is a list of teachers wishing consideration for placement in the staff exchange/transfer program. While only a few faculty may have applied directly to your district, we have encouraged the staff exchange/transfer liaison person from your district to call anyone on this list who may be able to fill an available position. Any efforts or attention you can personally give to this matter will be appreciated.

Again, our sincere thanks for your continued support and interest.

Sincerely,

Susan Uchitelle
Executive Director of the VICC

K. Douglas Cormack, Chairman
Staff Exchange/Transfer Subcommittee

SU/KDC:asw

Enc.

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT 04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT DA
0001	M. B.	W	Webster	7-12	English French	St. Louis	02/22/85		
0002	S. B.	B	St. Louis	K-12	Reading Spec.	Parkway	02/22/85		
0003	W. G.	W	Mehlville	9-12	Dist Ed	St. Louis	02/22/85		
0004	M. H.	B	St. Louis	3-5	All Academic Subjects	Brentwood	02/22/85		
0005	B. R.	B	Wellston	5-8	All Academic Subjects	Hazelwood Ladue Clayton	02/22/85 02/22/85 02/22/85	02/28/85 04/01/85	
0006	S. R.	W	Ladue	2-3	All Academic Subjects	St. Louis	02/22/85		

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VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT

04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT DA
0008	W. S.	B	St. Louis	K-12	Dance/PE Health	K-8 K-8 Clayton Brentwood Other*	02/22/85 02/22/85 02/22/85	04/01/85	
0009	S. T.	B	St. Louis	K-12	Counselor 7-12 Psych. Exam	Maplewood-R.H.	02/22/85		
0010	C. T.	B	St. Louis	1-3	All Academic Subjects	Clayton Parkway Brentwood	02/22/85 02/22/85 02/22/85	04/01/85	
0011	C. W.	W	Kirkwood	1-12	Voc Music 1-12 English 7-9	St. Louis	02/22/85		
0012	M. F.	W	Ladue	8-12	Physics 11-12 Algebra 9-10 Physical Sci 8	St. Louis	02/22/85		46
0013	E. N.	B	St. Louis	K-12	Psych Exam K-12 Counselor 7-12	Kirkwood Lindbergh Other*	02/22/85 02/22/85 02/22/85		

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VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT

04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT DA
0014	W. V.	W	Rockwood	7-12	Math	7-12 St. Louis Wellston	02/22/85 02/22/85		
0015	A. M.	W	Rockwood	7-12	Counselor 7-12 Biology 7-12	St. Louis	03/01/85		

VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT

04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD LVL	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE RETN	ACCEPT
0016	T. H.	W	Ritenour	K-12	All Academic Subjects 4-6 Math 7th P.E. K-12	St. Louis	03/01/85		
0017	J. G.	W	Parkway	5-8	Social Studies	St. Louis	03/01/85		
0018	D. G.	B	St. Louis	7-12	Biology 7-12 Chemistry 7-12 Gen Science 7-9	Ritenour Pattonville Other*	03/08/85 03/08/85 03/08/85		
0019	C. S.	B	St. Louis	K-12	All Academic Subjects K-8 Writing Specialist K-12	Brentwood Clayton Ritenour	03/01/85 03/01/85 03/01/85		
0020	H. J.	B	St. Louis	7-12	Admin 7-12	Parkway Ladue Clayton	03/08/85 03/08/85 03/08/85	04/01/85	
0021	F. I.	W	Webster	K-12	General Music Music History Music Theory	St. Louis	03/08/85		
0022	W. T.	B	St. Louis	K-12	Reading Spec 1-8	Hazelwood Ritenour Other*	03/08/85 03/08/85 03/08/85		
0023	C. B.	W	Pattonville	K-6	Early Childhood All Academic Subjects K-6	St. Louis	03/08/85		
0024	D. K.	W	Hancock	K-12	English 7-12 Counselor 7-12 Ed Men Rtd K-12	St. Louis	03/08/85		
0025	J. D.	W	Valley Park	7-12	Social Studies	St. Louis	03/29/85		

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VOLUNTARY INTERDISTRICT COORDINATING COUNCIL STAFF EXCHANGE REPORT

04/18/85

NUMBER	INITIALS	RACE	HOME DISTRICT	GRD	SUBJECTS	DISTRICT CHOICES	DATE SENT	DATE	AC
0026	E. J.	B	St. Louis	K-12	ELEM 3-4 Reading Sp K-12	Hazelwood	04/05/84		
0027	C. T.	B	St. Louis	K-9	Soc Studies 7-9 English 7-9 Cor Cr 7-9 Elementary	Ritenour Pattonville Hazelwood	04/05/85 04/05/85 04/05/85		
0028	N. B.	W	Webster	4-8	Math 4-8	ST Louis	04/12/85		
0029	C. S.	W	Kirkwood	K-9	Kindergarten Primary 1-3	St Louis	04/12/85		
0030	Q. E.	B	St Louis	K-12	Read Sp K-12 Elem K-8 Soc St 7-9 Sp Ed 7-9	Rockwood	04/12/85		
0031	A. T.	B	St. Louis	K-12	Music K-12 Elem Kind	Clayton Ladue Brentwood	04/19/85 04/19/85 04/19/85		
0032	P. W.	B	St Louis	07-12	Life Sci 7-12 Admin	Hazelwood Ritenour Pattonville	04/19/85 04/19/85 04/19/85		
0033	C. C.	B	ST Louis	1-8	Elem 5-6	Hazelwood Ritenour	04/19/85 04/19/85		
0034	A. H.	B	ST Louis	K-12	Reading Sp K-12 Career Ed	Ritenour Clayton	04/19/85 04/19/85		
0035	J. H.	W	Ritenour	K-12	Read Sp 6-8 Read 6-8	St Louis	04/19/85		

Summary for REPORT (Count = 34):

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APPENDIX D

PART-TIME INTEGRATIVE PROGRAMS

CITY/COUNTY CONSUMER EDUCATION PROGRAM

Seventeen classes from twelve county districts were paired with seventeen classes from the St. Louis City Public Schools for the 1984-85 school year. The teachers met at an all-day orientation workshop at the beginning of the school year to plan paired experiences for the entire school year. Throughout the year, the paired classes corresponded, visited each other, studied the same consumer economics lessons and developed joint community involvement projects. The teachers, community resource people and the program coordinator worked jointly to plan and implement activities that helped students learn how to be wise consumers and that increased their awareness of each other.

Paired Experience

<u>DATE</u>	<u>School/District</u>	<u>Number of Students</u>
12-6-85	Gundlach/St. Louis and Iveland/Ritenour	59
12-7-85	Farragut/St. Louis and Gotsch/Affton (Class 1)	57
12-10-84	Walbridge/St. Louis and Gotsch/Affton (Class 2)	57
12-12-84	Scullin/St. Louis and Carrollton Oaks/Pattonville	37
12-18-84	Cupples/St. Louis and Westchester/Kirkwood	56
1-30-85	Carr Lane/St. Louis and Northview/Jennings	59
2-20-85	Scullin/St. Louis and Carrollton Oaks/Pattonville	37
2-26-85	Hempstead/St. Louis and Marvin/Ritenour	56
3-6-85	Hempstead Branch/St. Louis and Claymont/Parkway	49
3-25-85	Carver/St. Louis and McNair/Hazelwood	59
4-4-85	Carr Lane/St. Louis and Northview/Jennings	59
5-14-85	Walbridge/St. Louis and Gotsch/Affton	57
5-15-85	Laclede/St. Louis and Chaney/Maplewood Richmond Hts.	48
5-23-85	Walnut Park/St. Louis and Kratz/Ritenour	57
5-24-85	Baden/St. Louis and Bishop/Wellston	57
5-28-85	Mitchell/St. Louis and Flynn Park/University City	47
5-29-85	Hempstead Branch/St. Louis and Claymont/Parkway	49
5-30-85	Arlington/St. Louis and Flynn Park/University City	40
5-30-85	Peabody/St. Louis and Crestwood/Lindbergh	53
5-31-85	Ashland/St. Louis and Spoede/Ladue (2 classes)	70
5-31-85	Cole/St. Louis and Kennerly/Lindbergh	63

ST. LOUIS PUBLIC SCHOOLS CAREER EDUCATION PROGRAM
CITY/COUNTY PROGRAM PARTICIPATION (AS OF MAY 15, 1985)

ACTIVITIES FROM	# OF STUDENTS	# OF EDUCATORS	# OF BUSINESSPERSONS
District/School information visits by City/County Coordinator		371	
Orientation Sessions for 5th Grade Curriculum		16	
Orientation Sessions for 6th Grade Curriculum		19	
Orientation Sessions for 7th & 8th Grade Curricula		30	
Orientation Sessions for 9th Grade Career Orientation Curriculum (Pathfinders)		12	4
Orientation Sessions for 10th-12th Grade Career Preparation Curriculum (Career Prep Clubs)		12	29
5th Grade curriculum involvement	595	16	
6th Grade curriculum involvement	3,414	69	
7th & 8th Grade curriculum involvement	3,875	112	
9th Grade curriculum involvement	500	21	
10th-12th Grade curriculum involvement	923	24	
Workshops in the schools and at the Career Resource Center	195	10	
Resource Center checkouts**	4,000	48	
8th Grade Career Awareness Fair*	4,000	232	300+
7th & 8th Grade Paired Career Cluster Panel Panel Conferences*	394	23	22
8th Grade Paired College Planning Conferences	559	35	
City/County Summer Work Program	85	4	
Careers in Engineering	80		19
Transportation Careers Conference*	50	25	50
TOTALS	18,670	1,079	424+

*Projected Enrollments

**Estimated number of students impacted through the use of the materials. Educators often used materials beyond the targeted group.

VOLUNTARY SCHOOL DESEGREGATION PART-TIME PROGRAM SUMMARY

ST. LOUIS PUBLIC SCHOOLS CAREER EDUCATION OFFICE

- I. In-service training at the Career Resource Center or at the school sites and follow-up visits, were made to educators in these county schools.

Affton High	2	Northview Elementary	2
Berkeley High	2	Oakville Elementary	2
Chaney Elementary	2	Parker Road Elementary	2
Clayton High	5	Parkway District Office	50
Crestwood Elementary	2	Parkway West High	2
Ferguson/Florissant Dist. Office	94	Pattonville Hgts. Middle	5
Hancock Place High	9	Pattonville High	35
Hazelwood District Office	20	Pattonville Positive	2
Hazelwood East High	4	Pershing Elementary	2
Hixson Junior High	3	Ritenour Dist. Office	12
Holman Elementary	4	Ritenour Voc. Prep	9
Holman Middle	3	Rose Acres Elementary	6
Iveland Elementary	2	Special School District	7
Jackson Park Elementary	2	Sperrang Elementary	3
Jennings High	3	Twillman Elementary	10
Kirkwood High	4	University City High	7
Kratz Elementary	2	Valley Elementary	2
Maplewood/Richmond Hgts. High	2	Webster Groves High	12
Melvin Eskridge High	26	Westchester Elementary	4
Nipher Middle	5	West County Tech.	2
North Kirkwood Middle	35	Wren Hollow Elementary	2

TOTAL 409

- II. A total of 16 educators from the following schools participated in in-service sessions on the use of the materials in the 5th Grade All About Me Curriculum.

Chaney Elementary	Pershing Elementary
Holman Elementary	Rose Acres Elementary
Iveland Elementary	Twillman Elementary
Jackson Pa. Elementary	Valley Elementary
Kratz Elementary	Westchester Elementary
Long Elementary	Woodland Elementary
Parker Road Elementary	Hancock Place Ward #3

- III. A total of 19 educators from the following schools participated in orientation sessions on the use of the materials in the 6th Grade Self-Awareness Curriculum

Bermuda Elementary	Buerkle Junior High
Griffith Elementary	Halls Ferry Elementary
Holman Middle	Graham Elementary
Cross Keys Middle	Parker Road Elementary
Hoech Middle	Robinwood Elementary
North Kirkwood Middle	Wren Hollow Elementary
Brittany Woods Middle	

The Self-Awareness Program is also currently in use in the following schools.

Brittany Woods Middle
Armstrong Elementary
Blades Elementary
Commons Lane Elementary
Cool Valley Elementary
Desmet Elementary
Duchesne Elementary
Lee Hamilton Elementary
Granneman Elementary
McCurdy Elementary
Wedgewood Elementary
Caroline Elementary

Combs Elementary
Woodland Elementary
Oakville Junior High
Oakville Elementary
Spoede Elementary
Pattonville Heights Middle
Hancock Place Ward #1
Hancock Place Ward #2
Hancock Place Ward #3
Townsend Elementary
Fairview Elementary

- IV. A total of 30 educators from the following schools participated in orientation sessions on the use of materials in the 7th & 8th Grade Career Awareness I & II Curricula.

Valley Elementary
Cross Keys Elementary
Buerkle Junior High
Normandy Junior High
North Kirkwood Middle
Hoech Middle

Hancock Place High
Nipher Middle
Parkway East Junior High
Holman Middle
Sperrang Middle
Central Junior High

Career Awareness programs are also currently in use in the following schools.

Chaney Elementary
Oakville Elementary
Valley Park Elementary

- V. A total of 21 teachers in Hancock Place High School, Pattonville High School, Pattonville Positive High School and Eureka Junior High School use the 9th Grade Career Orientation Curriculum with students in their classes. Orientation continues through school visits and a new program, Career Pathfinders.

A total of 4 business persons were involved in this program.

- VI. A total of 2 educators in the following schools participated in orientation and services provided by the Career Pathfinders - an expanded decision-making component of Career Orientation.

Hancock Place High School
Pattonville High School

- VII. A total of 12 educators in the following schools participated in orientation to the Career Preparation Curriculum. There were 5 Prep Clubs the first semester and 12 the second semester.

Pattonville High School
Kirkwood High School
Clayton High School
Jennings High School

Hazelwood East High School
Maplewood/Richmond Heights High
Ritenour Voc. Prep High
University City High School

A total of 29 business persons were involved in this program.

- VIII. Curriculum materials and support services were provided for students in the following curriculum programs.

<u># of Students</u>	<u>Curricula Programs</u>
595	5th Grade, <u>All About Me</u>
3,414	6th Grade, <u>Self-Awareness</u>
3,875	7th & 8th Grade, <u>Career Awareness I & II</u>
500	9th Grade, <u>Career Orientation & Career</u>
	<u>Pathfinders</u>
923	10th-12th Grade <u>Career Preparation & the</u>
9,307	<u>Career Prep Club Program</u>

- IX. Workshops were given for students either at the Career Resource Center or at the school site for the following schools.

Hancock Place High School	16
Normandy Junior High School	35
Berkeley High School	14
Central Elementary School	19
Twillman Elementary School	107
	<u>191</u>

- X. Over 48 educators visited the Career Resource Center to check out materials. We estimate for the over 200 materials checked out by county educators, they were utilized with over 4,000 students.

- XI. The following schools were paired during Paired Career Panel Conferences for students studying the career clusters in the Career Awareness Curricula Programs.

<u>Schools</u>	<u># OF STUDENTS</u>	<u># OF EDUCATORS</u>	<u># OF BUSINESS PERSONS</u>
Brittany & Washington	75	4	4
Chaney, Valley & Hickey	79	3	4
Central Elementary & Wade	55	4	4
Central Elementary & Webster	65	3	4
Holman & Stevens	46	4	2
Valley & Turner	74	5	4
	<u>394</u>	<u>23</u>	<u>22</u>

- XII. The following schools were paired during 8th Grade College Planning Conferences for students studying the Career Awareness Curriculum Program.

<u>SCHOOLS</u>	<u># OF STUDENTS</u>
Chaney & Hickey	100
Nipher & Grant	75
Valley & Wade	72
Hancock Place & Mason	80
Hoech & Long	80
Brittany & AAA	70
Normandy & Webster	82
	<u>559</u>

- XIII. Approximately 4,000 8th Grade city and county students studying the Career Awareness II Curriculum program attended a Career Awareness Fair at the Cervantes Convention Center. Over 104 companies and community agencies provided 300 role models for students to interview. Below is a list of the county schools that had students attending.

Nipher Middle	Hoech Middle
North Kirkwood Middle	Chaney Elementary
Pattonville Heights Middle	Valley Elementary
Holman Middle	Central Elementary
Valley Park High School	Brittany Woods Middle
Parkway East Junior High	Normandy Junior High

- XIV. In-service sessions were provided for 84 educators and 159 business persons to acquaint them with the purposes and procedures of the Career Awareness Fair.

- XV. 97 city and county students from the following schools participated in the Pre-Business Conference at St. Louis University.

Northwest High	University City High
O'Fallon Technical Center	Wellston High
Cleveland NJROTC	Maplewood/Richmond Heights High

- XVI. Applications from 85 city/county high school juniors are being accepted for the City/County Summer Work Program. Students have been accepted from the following county high schools.

Hancock Place High	Riverview Gardens High
University City High	Berkeley High
Normandy High	Brentwood High
Clayton High	Ladue High

PAIRING/SHARING CITY-COUNTY FIELD TRIPS

ALBERNICE A. FAGEN, COORDINATOR

May 15, 1985

PAIRING/SHARING CITY-COUNTY FIELD TRIPS

9/28/84 - 5/15/85

No. of black students transported	<u>7,240</u>
No. of white students transported	<u>5,052</u>
Total number of black/white students transported	<u>12,292</u>
Total number of trips	<u>188</u>

*These numbers represent only students bussed to P/S activities, they do not show paired students who participated at a school or other site, whom we did not transport.

CITY/COUNTY

PAIRING/SHARING FIELD TRIPS

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
9/28/84	Eckert's Farm	Flynn Park/Farragut Br.	40	15	55
9/28/84	Dental Health Theatre	Crestwood/Jackson	23	30	53
9/28/84	Eckert's Farm	West Richmond/Scullin	33	9	42
10/ 2/84	Eckert's Farm	Crestwood/Carver	28	44	72
10/ 3/84	Magic House	Flynn Park/Cook Br.	69	10	79
10/ 3/84	Eckert's Farm	Crestwood/Carver	28	44	72
10/ 4/84	Dental Health Theatre	Crestwood/Jackson	29	25	54
10/ 9/84	Powell Symphony Hall	Cook Br./Valley Park	74	25	99
10/10/84	Dental Health Theatre	Crestwood/Jackson	27	26	53
10/10/84	Babler State Park	N. Kirkwood Md./Simmons	62	41	103
10/11/84	Eckert's Farm	Sappington/Stix	16	38	54
10/11/84	Babler State Park	N. Kirkwood Md./Simmons	35	39	74
10/12/84	Eckert's Farm	Hancock III/Herzog	30	24	54
10/17/84	Cricket Hill Orchard	Stowe Middle/Hancock III	36	21	57
10/18/84	MO Botanical Garden	Classical Jr. Acad/ Glenridge	18	43	61
10/19/84	Rombach Farm	Irving/Kellison	22	22	44
10/22/84	Rombach Farm	Farragut Br./Flynn Park	42	15	57
10/23/84	MO Botanical Garden	Sigel /Walbridge/Jackson Park	89	59	148
10/24/84	Rombach Farm	Valley Park/Peabody	23	51	74
10/24/84	Cricket Hill Orchard	Delmar-Harvard/Emerson	47	8	55
10/24/84	Rombach Farm	Crestwood/Gundlach	59	43	102
10/25/84	Rombach Farm	Valley Park/Washington	40	30	70
10/25/84	Rombach Farm	Crestwood/Gundlach	59	43	102
10/25/84	Fourth R Gallery	Irving/West Richmond	36	13	49
10/25/84	MO Botanical Garden	Buder/Keysor	45	83	128
10/26/84	MO Botanical Garden	Ashland/Rose Acres	33	68	101
10/26/84	Cahokia Mounds	Scullin/West Richmond	33	9	42
10/30/84	Magic House	Laclede/Hancock III	28	24	52
10/30/84	Cahokia Mounds	Briar Crest/Jackson	34	23	57
10/31/84	Cahokia Mounds	Briar Crest/Cote Brilliante	38	23	61
11/ 1/84	MO Botanical Garden	Delmar-Harvard/Euclid Montessori	48	31	79
TOTAL			1,176	977	2,201

CITY/COUNTY

PAIRING/SHARING FIELD TRIPS

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
11/ 7/84	ITT Bakery	Farragut Br. II/Flynn Park	40	15	55
11/14/84	Magic House	Emerson/Delmar-Harvard	47	8	55
11/16/84	Vaughn. Cultural Center	Marvin/Clark	34	19	53
11/17/84	Horton Watkins High	Banneker	40		40
11/20/84	Magic House	Laclede/Hancock	29	21	50
11/26/84	St. Louis Art Museum	Pattonville/McKinley Hg.	52	47	99
11/27/84	Magic House	Farragut Br. II/Flynn Park	31	9	40
11/28/84	St. Louis Art Museum	Brentwood Hg./Roosevelt Hg.	13	52	65
11/29/84	ITT Bakery	Delmar-Harvard/Jefferson	45	9	54
11/30/84	Fourth R Gallery	Scullin/West Richmond	33	9	42
12/ 5/84	Fourth R Gallery	Barretts/Banneker	21	29	50
12/ 6/84	Fourth R Gallery	Barretts/Mark Twain	26	30	56
12/ 7/84	Scottish Rite Auditorium	Hoeh/ Hodgen	145	26	171
12/ 7/84	Scottish Rite Auditorium	Rose Acres/Gundlach	32	73	105
12/ 7/84	Scottish Rite Auditorium	Laclede/Hanna Woods	90	268	358
12/ 7/84	Scottish Rite Auditorium	Barretts/Walbridge	29	29	58
12/ 7/84	Scottish Rite Auditorium	Carrollton/Webster	35	90	125
12/ 7/84	Scottish Rite Auditorium	Hancock I/Farragut	174	46	220
12/ 7/84	Scottish Rite Auditorium	Hancock II/Ashland	158	22	180
12/ 7/84	Scottish Rite Auditorium	Hancock III/Cupples	99	46	145
12/ 7/84	Scottish Rite Auditorium	Marion/Mark Twain	21	20	41
12/ 7/84	Scottish Rite Auditorium	Iveland/Stevens	20	108	128
12/ 7/84	Scottish Rite Auditorium	Wyland/Ford	61	96	157
12/ 7/84	Scottish Rite Auditorium	West Richmond/Northwest	100	12	112
12/ 7/84	Scottish Rite Auditorium	Trautwein/Jefferson/ Harrison (Nor.)	82	110	192
12/ 7/84	Dental Health Theatre	Wren Hollow/Clark	32	23	55
12/11/84	Dental Health Theatre	Delmar Harvard/Emerson	47	8	55
12/11/84	Fourth R Gallery	Cote Brilliante/Mesnier	24	24	48
12/12/84	Powell Symphony Hall	Hancock I/Hancock II/ Hickey Middle	30	110	140
12/12/84	Art Muscum	Parkway West Sr./ Washington Middle	85	68	153
TOTAL			1,675	1,427	3,102

CITY/COUNTY
PAIRING/SHARING FIELD TRIPS

DATE	ACTIVITIES	SCHOOLS	NO. OF STUDENTS		
			BLACK	WHITE	TOTAL
12/14/84	Museum of Science and Natural History	Mark Twain (Brentwood) / Herzog	30	28	58
12/14/84	Museum of Science and Natural History	Crestwood/Jackson	23	31	54
12/15/84	Horton Watkins High	Banneker	40		
12/17/84	Fourth R Gallery	Mesnier/Clark	22	24	46
12/17/84	Fourth R Gallery	Mesnier/Laclede	22	25	47
12/18/84	Barretts Elementary	Froebel Elementary	7	20	27
12/18/84	Dental Health Theatre	Farragut II/Flynn Park	40	15	55
12/18/84	West Richmond Elem.	Scullin Elementary	68		68
12/19/84	Fourth R Gallery	Mesnier/Clark	22	24	46
12/19/84	Fourth R Gallery	Mesnier/Marshall	22	24	46
12/20/84	MO Botanical Garden	Meramec/Washington	14	40	54
12/20/84	Fourth R Gallery	Mesnier/Cote Brilliante	25	24	49
12/20/84	Fourth R Gallery	Mesnier/Laclede	25	25	50
12/21/84	Westport Playhouse	Ritenour Md. /Baden / Wyman	44	138	232
1/ 8/85	Magic House	Peabody/Delmar-Harvard	76	11	87
1/ 9/85	Vaughn Cultural Center	Sorrento Springs/Nottingham	25	25	50
1/ 9/85	Arch Museum	Delmar-Harvard/Emerson	45	3	53
1/10/85	Affton Sr. High School	Stowe/VPA-Humboldt Stevens	106	22	128
1/10/85	Affton Sr. High School	Baden	112	8	120
1/11/85	Vaughn Cultural Center	Long/Bishop	44	14	58
1/15/85	Barretts Elementary	Webster/Claymont	26	25	51
1/16/85	St. Louis Art Museum	Farragut II/Flynn Park	31	9	40
1/19/85	Horton Watkins	Banneker School	40		40
1/23/85	MO Botanical Garden	Crestwood/Jackson	23	30	53
1/24/85	MO Botanical Garden	Crestwood/Cote Brilliante	27	26	53
1/24/85	Williams Middle	McKelvey/Carman Trails Hanna Woods	32	34	66
1/25/85	MO Botanical Garden	Baden/Crestwood	29	25	54
1/28/85	Webster Middle	Claymont/Barretts	26	25	51
1/29/85	Magic House	Hancock III/Cote Brilliante	30	24	54
	TOTAL		1,076	754	1,830

CITY/COUNTY
PAIRING/SHARING FIELD TRIPS

DATE	ACTIVITIES	SCHOOLS	NO. OF STUDENTS		
			BLACK	WHITE	TOTAL
2/ 6/85	Mason Ridge School	Hickey/Ross Elementary	24	26	50
2/ 7/85	McKelvey School	Williams/Hanna Woods Carman Trails	32	34	66
2/ 8/85	ITT Bakery	Farragut Br. II/Flynn Park	27	28	56
2/12/85	St. Louis County Court House	Barretts/Claymont Webster	26	25	51
2/12/85	Dental Health Theatre	Flynn Park/Farragut Br. II	31	9	40
2/13/85	Old Court House	Hancock III/Stowe	33	21	54
2/13/85	Fourth R Gallery	McKelvey/Irving	26	19	45
2/13/85	Fourth R Gallery	Mason Ridge/Jackson	31	23	54
2/16/85	Horton Watkins High	Banneker	40		40
2/20/85	ITT Bakery	Delmar-Harvard/Emerson	41	8	50
2/21/85	MO Botanical Garden	Mesnier/Harrison	28	22	50
2/21/85	MO Botanical Garden	Stowe/Hancock III	30	25	55
2/21/85	Municipal Courts	Williams/Hanna Woods Carman Trails/McKelvey	32	34	66
2/22/85	Harris Stowe College	Reed/Lyon/Harrison Williams	144	69	213
2/22/85	MO Botanical Garden	Harrison/Mesnier	27	25	52
2/22/85	MO Botanical Garden	Harrison/Mesnier	28	23	51
2/22/85	Old Court House	Claymont/Barretts Webster	41	36	77
2/22/85	Harris Stowe College	Normandy Jr. High	33		33
2/22/85	Harris Stowe College	West Richmond	21	39	60
2/25/85	St. Louis Zoo Education Dept.	Flynn Park/Farragut Br. II	41	15	56
2/25/85	Lindbergh High School	Roosevelt High School	26	9	35
2/26/85	Lindbergh High School	Roosevelt High School	29	9	35
2/26/85	Fourth R Gallery	Peabody/Mesnier	30	21	51
2/26/85	Old Court House	Claymont/Barretts Webster	26	25	51
2/27/85	MO Botanical Garden	Harrison/Mesnier	28	23	51
2/27/85	St. Louis County Court House	Hickey/Ross/Mason Ridge	32	39	71
2/27/85	Lindbergh High School	Roosevelt High School	26	9	35
TOTAL			933	616	1,549

CITY/COUNTY
PAIRING/SHARING FIELD TRIPS

DATE	ACTIVITIES	SCHOOLS	NO. OF STUDENTS		
			BLACK	WHITE	TOTAL
2/28/85	Lindbergh High School	Roosevelt High School	26	9	35
3/ 1/85	Lindbergh High School	Roosevelt High School	26	9	35
3/ 1/85	Webster College	McKinley/Kirkwood High	25	50	75
3/ 7/85	MO Botanical Garden	Cote Brilliante/Sorrento Springs	29	25	54
3/ 7/85	Hawthorn School	Cook Branch	32		32
3/ 7/85	MO Botanical Garden	Mesnier/Eliot	32	20	52
3/11/85	MO Botanical Garden	Mesnier/Harrison	27	25	52
3/12/85	Old Court House	Hanna Woods/Carman Trails McKelvey/Williams Middle	32	34	66
3/12/85	Dental Health Theatre	Herzog/Mark Twain (Brent.)	32	28	60
3/13/85	Fourth R Gallery	Carman Trails/Clark	33	21	54
3/14/85	Vaughn Cultural Center	Irving/McKelvey	34	18	52
3/15/85	Tour & Taste	Delmar-Harvard/Dunbar	40	8	48
3/16/85	Horton Watkins High	Banneker	40		40
3/20/85	MO Botanical Garden	Kellison/Eliot	30	22	52
3/20/85	Fourth R Gallery	Mesnier/Gundlach	26	22	48
3/20/85	Old Court House	Ross/Mason Ridge/Hickey	32	39	71
3/21/85	Fourth R Gallery	Mesnier/Baden	27	20	47
3/22/85	ShowBiz Pizza Place	Chaney/Stevens Middle	27	14	41
3/25/85	Fourth R Gallery	Mesnier/Eliot	32	22	54
3/25/85	ITT Bakery	Parkway West Jr. Turner Middle	28	70	98
3/27/85	Delmar-Harvard School	Emerson	23		23
3/28/85	Fourth R Gallery	Bel Ridge/Adams	19	46	65
3/28/85	Fourth R Gallery	Mesnier/Banneker	30	20	50
3/30/85	Old Court House Health Careers High	Math & Science/Central Parkway South/Roosevelt Soldan/Lindbergh High Normandy/Sumner High Northwest/Webster Groves	30	25	55
3/30/85	Fox High School	Sumner/Vashon/Soldan Roosevelt	65	5	70
3/30/85	Florissant Valley College	Soldan/Sumner/Beaumont	65	5	70
4/ 1/85	Fourth R Gallery	Carr Lane/Mesnier	27	20	47
4/ 3/85	Fourth R Gallery	Hempstead/Mesnier	26	20	46
TOTAL			895	597	1,492

CITY/COUNTY

PAIRING/SHARING FIELD TRIPS

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
4/ 5/85	Oakville Sr. High	Vashon/Soldan High	52		52
4/ 5/85	Oakville Sr. High	Beaumont High	25		25
4/ 6/85	Oakville Sr. High	Beaumont/Vashon	27		27
4/ 9/85	Oakville Sr. High	Vashon High	25		25
4/10/85	Oakville Sr. High	Vashon/Sumner	25		25
4/11/85	Oakville Sr. High	Vashon High	25		25
4/12/85	Parkway Central High	Vashon High	25		25
4/13/85	Parkway Central High	Vashon High	25		25
4/13/85	Horton Watkins High	Banneker School	40		40
4/15/85	Parkway South High	Vashon High	25		25
4/16/85	Fourth R Gallery	Kellison/Arlington	23	24	47
4/18/85	Parkway North High	Vashon/Sumner	50		50
4/18/85	Parkway North High	O'Fallon Tech. High	10		10
4/19/85	Parkway West High	Vashon High	10		10
4/19/85	Parkway North High	O'Fallon Tech. High	10		10
4/19/85	Parkway North High	Vashon High	20		20
4/19/85	Parkway North High	Beaumont High	25		25
4/19/85	Ralston Purina Farm	Hamilton/Long (Lindbergh)	20	40	60
4/20/85	Parkway West High	Soldan/Beaumont	40		40
4/20/85	Parkway North High	O'Fallon Tech. High	10		10
4/20/85	Parkway West High	Vashon High	10		10
4/20/85	Parkway North High	Vashon High	25		25
4/23/85	Parkway West High	Beaumont High	25		25
4/25/85	Fourth R Gallery	Mesnier/Peabody	32	22	54
4/26/85	Kirkwood Sr. High	Vashon High	12		12
4/27/85	Kirkwood Sr. High	Vashon High	12		12
4/30/85	St. Louis Art Museum	Lindbergh/Metro High	9	13	22
4/30/85	St. Louis Art Museum	Stevens/Parkway Central	40	30	70
4/30/85	St. Louis Art Museum	Classical Jr. Academy Brittany Woods	60	80	140
4/30/85	St. Louis Art Museum	University City High Math & Science High	43	42	58
4/30/85	Dental Health Theatre	Farragut Br. II/Flynn Park	48	30	78

62 TOTAL

828

281

1,109

203

CITY/COUNTY

PAIRING/SHARING FIELD TRIPS

<u>DATE</u>	<u>ACTIVITIES</u>	<u>SCHOOLS</u>	<u>NO. OF STUDENTS</u>		
			<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
4/30/85	Anheuser Busch Brewery	Adams/Bei Ridge	19	46	65
5/ 1/85	Fourth R Gallery	Mesnier/Peabody	31	22	53
5/ 1/85	Valley Elementary	Jefferson School	47	14	61
5/ 2/85	Fourth R Gallery	McKelvey/Irving	34	18	52
5/ 7/85	Fourth R Gallery	Walbridge/Mason Ridge	29	23	52
5/ 7/85	Fourth R Gallery	Walbridge/Mason Ridge	29	25	53
5/ 7/85	Old Court House	Ford/Parkway S. Jr. Hg.	123	53	176
5/ 8/85	Shaw Arboretum	Jackson Park/Sigel Walbridge	86	29	115
5/ 8/85	Fourth R Gallery	Mason Ridge/Walbridge	31	22	53
5/ 9/85	Central - VPA High	Humboldt/Washington Chaney/West Richmond	116	51	167
5/ 9/85	Shaw Arboretum	Keysor/Buder/Banneker	83	71	154
5/ 9/85	Fourth R Gallery	Mason Ridge/Carver	30	26	56
TOTAL			657	400	1,057

DISTRIBUTION OF METRO VOLUNTARY SETTLEMENT PLAN
and
PRIVATELY FUNDED CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS

	# Schools Served		# Students		# Sessions	# Programs
	<u>City</u>	<u>County</u>	<u>City</u>	<u>County</u>	<u> </u>	<u> </u>
High Schools	15	26	2,554	3,155	272	95
Middle Schools	22	16	2,124	2,569	173	53
Elementary Schools	<u>35</u>	<u>38</u>	<u>3,236</u>	<u>3,267</u>	<u>389</u>	<u>107</u>
Totals	72	80	7,994	8,991	834	255

Sponsors: 75

Note: Totals include 3,802 students who attended performances only. On report, an asterisk following subject indicates performances only.

REPORT ON CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS

May 15, 1985

J. Wayne Walker
Director

Shirley J. Brown
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CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL PROGRAMS						
Academy of Math and Science Affton Bayless	History/ Archaeology	15	5 13	6	UMSL/Archaeology Survey	Experienced pottery and house construction, wild food gathering and flint knapping
Academy of Math and Science Lindbergh	Law	30	26	1	Metro Bar Association	Attended a mock trial
Academy of Math and Science Lindbergh	Dance*	35	30	1	Dance Saint Louis	Feld Ballet performance
Academy of Math and Science Maplewood-Richmond Heights	Art/Mask-making	21	30	9	Arts and Humanities Commission	Attended orientation, brainstorming session, and mask construction; also, a parade
Academy of Math and Science Parkway South	German	30	47	2	Washington University	Participated in German Day at Washington University; toured Hermann, Missouri
Academy of Math and Science Parkway West	Anatomy	3	3	4	Washington University/ School of Medicine	Attended lectures and performed a dissection
Academy of Math and Science Parkway West	Medicine Program (Fall)	21	21	2	Washington University/ School of Medicine	Focused on careers in medicine, and related fields
Academy of Math and Science Parkway West	Medicine Program (Spring)	15	21	2	Washington University/ School of Medicine	Learned about medical careers
Academy of Math and Science Ritenour	Spanish	30	50	1	Washington University	Participated in Spanish Day at Washington University
Academy of Math and Science University City	Ballet	40	45	2	Dance Saint Louis	Attended a dance demonstration, and attended ballet performance

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOL - CONTINUED</u>						
Academy of Math and Science Webster Groves	Government	23	23	2	CECH	Studied government and the presidential election
Beaumont Affton	Nuclear Physics	20	18	5	Union Electric, University of Missouri-Columbia, Missouri Coalition for the Environment	Attended demonstrations on physics, slide presentation, debate, and toured nuclear energy facility
Beaumont Brentwood	Government	15	70	1	CECH	Studied government and the presidential election
Beaumont Clayton	Law	30	25	1	Metro Bar Association	Learned about law through a mock trial
Beaumont Kirkwood	Government	15	45	1	CECH	Studied government and the presidential election
Beaumont McCluer (Ferguson-Florissant)	State Government	5	20	2	CECH	Study session at Webster College, and study trip to Jefferson City, Missouri
Beaumont Parkway South	Art	30	15	2	St. Louis Art Museum	Toured and critiqued Beckman exhibit
Beaumont University City	Apartheid	100	100	2	Fox Theater, A.C.T.W. Union	Apartheid movie was shown, and Apartheid speakers were presented
Beaumont/Soldan University City	Government	63	28	3	Office of the Mayor	Studied local government

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOLS - CONTINUED						
Continued Education Eskridge (Wellston)	Opera/Drama	30	25	2	Opera Theatre	Had an opera docent session, and viewed an opera performance
Health Careers Kirkwood	Substance Abuse	15	15	3	CareUnit Hospital	Learned about eating disorders, chemical dependency, and mental health
Honors Art Lindbergh	Fire Art/Sculpture	18	20	4	Washington University/ School of Fine Arts	Focused on sculptures by David Nash and participated in sculpture project
Honors Music Hazelwood West	Music	10	20	4	St. Louis Symphony	Panel discussion with SLSO musicians, coaching session, cellist briefing, and violinist briefing
McKinley Affton	Apartheid	100	100	2	Fox Theatre, A.C.T.W. Union	Attended movie and lecture about Apartheid
McKinley Parkway West	Fine Art/Sculpture	15	15	4	Washington University/ School of Fine Arts	Focused on sculptures by David Nash and participated in sculpture project
Metro Berkeley (Ferguson-Florissant)	Government	20	50	1	CECH	Attended an election forum
Metro Brittany Woods (University City)	Government	18	28	1	CECH	Attended an election forum
Metro Clayton	Spanish	10	15	4	Washington University	Studied Spanish language and culture, wrote and produced a videotape in Spanish
Metro Clayton	French	15	15	2	Webster University	Studied French culture, its influence in St. Louis, and French cuisine
Metro Eskridge (Wellston)	Black History/ Poetry *	45	250	1	Black Repertory Theater	Attended a performance

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOLS - CONTINUED</u>						
Metro Kirkwood	Electronic Journalism	30	30	5	KPLR, Double Helix	Wrote scripts for news broadcasts, filmed and critiqued the broadcast
Metro Normandy	History/African	15	15	6	Vaughn Cultural Center	Learned about African languages, cultures, crafts and cooking, and politics
Metro University City	French*	30	35	1	Young Audiences	Attended performance about French influence in the Caribbean
Northwest Affton	Archaeology	15	15	2	UMSL/Archaeology Survey	Examined artifacts, learned about fossils, lab analysis
Northwest Clayton	Science	50	35	3	Missouri Botanical Garden	Focused on energy conservation
Northwest Eskridge (Wellston)	Investments	18	17	3	Merrill Lynch	Learned the basics of investments
Northwest Jennings	Storytelling*	30	30	1	UMSL, Jefferson National Expansion Memorial	Attended Storytelling Festival
Northwest Kirkwood	African History	12	12	6	Vaughn Cultural Center	Learned about African language, crafts, and politics
Northwest Lindbergh	Graphic Arts	20	20	3	Peckham, Guyton, Albers, and Viets	Introduced to the concept of advertising design, created own ad for a musical performance, critiqued their ads, and toured the agency
Northwest Maplewood-Richmond Heights	Drama	60	60	2	Opera Theatre	Learned about opera in a docent session, and attended "The Beggar's Opera"

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL - CONTINUED						
Northwest Maplewood-Richmond Heights	Brass Quintet*	20	20	1	Black Music Association	Black Brass Quintet performance
Northwest Maplewood-Richmond Heights	Forests	50	25	4	Missouri Botanical Garden	Studied forests through lectures and by observation
Northwest Maplewood-Richmond Heights	Drama	40	40	3	Repertory Theatre	Studied the workings of theater and attended a performance
Northwest Oakville (Mehlville)	Apartheid	50	40	1	Fox Theatre, A.C.T.W. Union	Attended Apartheid movie, and lecture
Northwest Parkway Central	Archaeology	15	15	1	UMSL/Archaeology Survey	Examined artifacts, learned about lab analysis, fossils, viewed slide show
Northwest University City	History of Space	17	15	3	St. Louis Space Frontiers	Studied the history of space exploration
Roosevelt Clayton	Nutrition	22	14	2	The Pasta House Company	Presented the history of The Pasta Company, had demonstrations of Italian and French cooking
Roosevelt Lindbergh	Family Relations	32	32	2	DOCHMC, Planned Parenthood	Attended presentations on the choices in personal relationships, studied cases of child abuse
Roosevelt Lindbergh	Nuclear Physics	15	30	4	Union Electric, University of Missouri-Columbia, Missouri Coalition for the Environment	Learned about the sources, uses and advantages and disadvantages of nuclear energy, toured nuclear facility

COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOL - CONTINUED						
Roosevelt McCluer (Ferguson-Florissant)	Government	11	25	3	CECH	Studied government and focused on the presidential election
Roosevelt Parkway West	Philosophy of Children	15	15	2	Webster University	Viewed a film, participated in a discussion on child philosophy
Roosevelt Pattonville	Government	11	25	3	CECH	Studied government and focused on the presidential election (also shared Partnership with McCluer High School)
Roosevelt Ritenour	German	45	50	2	Stonehill Winery	Toured Hermann, Missouri to learn about German influence in history
Roosevelt University City	Drama	30	30	3	Repertory Theatre, Black Repertory Theatre	Had a tour, lecture, and saw a performance
Roosevelt Valley Park	Government	4	300	2	Valley Park HS Council	Participated in presidential debate
Soldan Affton	Science	25	30	3	Missouri Botanical Garden	Focused on energy conservation
Soldan Bayless	Outdoor Science	33	15	4	Washington University/ Tyson Research Center	Studied waterways, weather, wolves and raptors
Soldan Clayton	Psychology	15	20	2	Washington University/ School of Medicine	Attended psychology lectures
Soldan Eskridge	Apartheid	95	50	2	Fox Theater	Attended Apartheid lectures and movie

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOL - CONTINUED</u>						
Soldan Kirkwood	Polymer Chemistry	20	20	1	Monsanto	Toured Monsanto, attended lecture and participated in chemistry demonstration
Soldan Kirkwood	Apartheid	90	50	2	Fox Theater	Saw an Apartheid movie and lecture
Soldan Ladue	Nuclear Physics	30	30	5	Union Electric, University of Missouri- Columbia, Missouri Coalition for the Environment	Lecture, demonstration and reactor tour
Soldan Lindbergh	Law	15	15	2	Metro Bar Association	Studied the corrections system, its procedures, toured prisons and courts
Soldan Parkway North	Law	30	25	1	Metro Bar Association	Participated in a mock trial
Soldan University City	Close-Up Telethon	30	10	3	American Cablevision	Learned about immigration policies through a lecture, taping session, and panel discussion
Soldan University City	Forests	23	30	4	Missouri Botanical Garden	Learned about forestry
Southwest Berkeley (Ferguson-Florissant)	State Government	30	50	2	CECH	CECH-Up session at Webster College, and study trip to Jefferson City, Missouri
Southwest Clayton University City	Global Issues	15	21 45	3	Missouri Botanical Garden	Studied global issues about hunger

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOLS - CONTINUED						
Southwest Clayton	Brass Rubbings	20	15	2	London Brass Center/ St. John's Episcopal Church	Studied Medieval culture, and made brass rubbings of exhibits
Southwest Normandy	Archaeology	15	15	4	UMSL/Archaeology Survey	Examined artifacts, learned about fossils, lab analysis, toured archaeological dig
Southwest Parkway Central	Archaeology	25	25	12	UMSL/Archaeology Survey	Learned about pottery, house construction, wild food gathering and flint knapping
Southwest Parkway South	Forests	30	28	4	Missouri Botanical Garden	Learned about forestry
Sumner Clayton	Fine Art/Sculpture	9	9	4	Washington University/ School of Fine Arts	Focused on sculptures by David Nash, participated in a sculpture project
Sumner Hazelwood West	Apartheid	100	50	1	Fox Theater, A.C.T.W. Union	Attended Apartheid movie and lecture
Sumner Lindbergh	Forensic Medicine (F)	25	28	3	County Medical Examiner's Office	Learned about forensic medicine and toured County facilities
Sumner Lindbergh	Forensic Medicine (S)	25	28	3	County Medical Examiner's Office	Learned about forensic medicine and toured County facilities
Sumner Normandy	Global Issues	20	20	1	Missouri Botanical Garden	Attended lecture on World Hunger
Sumner Normandy	Forests	30	30	4	Missouri Botanical Garden	Studied forestry

CITY-COUNTY SCHOGL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
HIGH SCHOOLS - CONTINUED						
Sumner Pattonville	Garment Construction	17	17	4	Miss Elaine Lingerie	Learned about the clothing industry through presentations and tours
Sumner University City	Anatomy	3	3	4	Washington University/ School of Medicine	Learned about dissection
Sumner University City	Medicine (F)	25	23	2	Washington University/ School of Medicine	Focused on careers in medicine and related fields
Sumner University City	Medicine (S)	25	23	4	Washington University/ School of Medicine	Focused on careers in medicine and related fields
Sumner University City	Science	25	50	3	Missouri Botanical Garden	Focused on Energy Conservation
Sumner Webster Groves	Family Relations	25	25	2	DOCHMC/ Planned Parenthood	Attended presentation on choices in personal relations, studied the causes of child abuse
Vashon Hazelwood East	Music	20	20	4	St. Louis Symphony	Panel discussion with SLSO musicians, coaching session, cellist briefing and violinist briefing
Vashon Hazelwood East	Government	15	50	2	CECH	Attended election forum focused on presidential election
Vashon Hazelwood East	Government	15	50	2	CECH	Attended election forum focused on presidential election
Vashon Ladue	Retail Merchandising	13	12	4	Saks Fifth Avenue/ Wash.U.School Fine Arts	Learned about retail merchandising, fashion, and created a garment

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>HIGH SCHOOLS - CONTINUED</u>						
Vashon Pattonville	Law	15	15	2	Metro Bar Association	Toured Missouri Eastern Correctional Institute
Vashon Pattonville	Government	35	25	8	CECH	Learned about state government, toured Jefferson City
Vashon Valley Park	Instrumental Music	32	25	3	Bayless Boosters/ Brass Quintet	Learned about jazz improvisation, had residency with David Hines
Vashon Valley Park	Choral Music*	35	25	1	Opera Theatre	Attended a residency with Cornelius Sullivan
Visual & Performing Arts Hazelwood West	Music	10		4	St. Louis Symphony	Panel discussion with SLSO musicians, coaching session, cellist briefing, and violinist briefing (Hazelwood counted with Honors Music)
	TOTALS	2,554	3,155	272		

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOL PROGRAMS</u>						
Blewett Middle School Bishop (Wellston)	Music/Cultural*	30	28	1	Black Music Association	Learned about Black American popular music
Blewett Middle School Ladue Junior High	Economics	32	30	4	Wash.U.School Economics/ ITT Continental Bakery	Focused on law-related careers, studied basic economic concepts (Metro Bar Association, co-sponsor)
Clinton Middle School Blades (Mehlville)	Music	30	30	4	Opera Theatre	Attended artists performance and theater production
Clinton Middle School Blades (Mehlville)	Music*	100	100	2	Black Music Association	Students attended Black music presentation
Clinton Middle School Chaney (Maplewood-Richmont Hgt)	Brass Quintet*	56	130	1	Black Music Association	Students attended Black music presentation
Columbia Middle School Brittany Woods (University City)	Drama	27	30	4	St. Louis Black Repertory Theatre	Learned theater arts: voice, diction, oral interpretation and movement
Cook Middle School Hixson (Webster Groves)	Where Rivers Meet	32	30	5	MO Historical Society	Studied Missouri culture: music, fashion, and St. Louis sites
Cook Middle School Wedgewood (Ferguson-Florissant)	Archaeology	22	17	2	UMSL/Archaeology Survey	Examined artifacts, learned about fossils and lab analysis
Fanning Middle School Bishop (Wellston)	Earth Sciences	32	26	4	Wash.U./Tyson Research	Learned about geology, weather, soil and water conservation
Ford Middle School North Kirkwood	Zooconomy	31	25	7	St. Louis Zoo/UMSL	Learned about reptiles, amphibians, birds, mammals, vanishing wildlife, and decisions affecting zoos

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOLS - CONTINUED</u>						
Ford Middle School Parkway South	Creative Writing/ PSA	31	31	6	KTVI/Double Helix	Learned to write a public service announcement
Grant Middle School Bishop (Wellston)	History/ Black History*	90	52	2	Young Audiences/Taifa	Attended two performances about American/ Black American History
Hickey Middle School Nipher (Kirkwood)	Archaeology (1)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Hickey Middle School Nipher (Kirkwood)	Archaeology (2)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Hickey Middle School Nipher (Kirkwood)	Archaeology (3)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Hickey Middle School Nipher (Kirkwood)	Archaeology (4)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Hickey Middle School Nipher (Kirkwood)	Archaeology (5)	15	15	4	UMSL/Archaeology Survey	Examined artifacts, had slide show, learned lab analysis, fossils
Humboldt VPA Nipher (Kirkwood)	Music	180	200	2	Opera Theatre	Attended docent session and performance
Humboldt VPA Parkway West	Architecture	30	30	3	Fourth R Gallery	Students studied Greek and Roman architecture in St. Louis through lecture and photo tour
Humboldt VPA Pierremont (Parkway)	Advertising	28	29	3	Cera Partnership	Introduced to advertising, prepared and presented projects
L'Overture Middle School Hoech (Ritenour)	History/Drama	30	50	2	Repertory Theatre	Learned about Greek and Renaissance traditions

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
MIDDLE SCHOOLS - CONTINUED						
L'Ouverture Middle School Hoech (Ritenour)	History/Drama	30	30	2	Repertory Theatre	Learned about Greek and Renaissance traditions
L'Ouverture Middle School Hoech (Ritenour)	History/Drama	30	30	2	Repertory Theatre	Learned about Greek and Renaissance traditions
L'Ouverture Middle School Hoech (Ritenour)	History/Drama	30	30	2	Repertory Theatre	Learned about Greek and Renaissance traditions
L'Ouverture Middle School Hoech (Ritenour)	History/Drama	30	30	2	Repertory Theatre	Learned about Greek and Renaissance traditions
Langston Middle School Lewis and Clark (Riverview Gdn)	History	29	29	4	Jeff. Natl. Exp. Mem.	Learned about Missouri history, visited Old Courthouse, and Arch Museum
Langston Middle School Parkway South	Where Rivers Meet	31	33	6	Mo. Historical Society	Studied Missouri culture: music, fashion and St. Louis sites
Langston Middle School Parkway West	World's Fair 1904	20	20	2	Forest Pk.Comm. College	Viewed slide presentation about 1904 World's Fair journalism, toured Forest Park
Marquette VPA Conway (Ladue)	Business/KTVI	14	22	6	KTVI-Channel 2	Learned about script-writing, rehearsals, producing, and taped a session
Marquette VPA University City	Fine Art/Sculpture	15	25	1	Wash.U./School Fine Art	Attended David Nash Project

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOLS - CONTINUED</u>					
Mason ILC Middle School Hixson (Webster Groves)	St. Louis History* 45	250	1	Muny Student Theatre	Attended performance on the history of St. Louis
Mason ILC Middle School Hixson (Webster Groves)	Energy Conservation 20	26	4	Laclede Gas/Missouri Solar Energy Assn.	Learned about energy conservation and toured a solar energy building
Mason ILC Middle School Hixson (Webster Groves)	Educational/ Science 20	25	3	St. Louis College of Pharmacy	Learned about pharmacology and participated in laboratory experiment
Mason ILC Middle School Nipher (Kirkwood)	Give Me Liberty* 120	100	1	Muny Student Theatre	Learned about American history through a performance
Mason ILC Middle School Nipher (Kirkwood)	Japanese Lifestyle (1) 95	110	9	ITT Continental Baking Co./Lincoln St. Louis	Compared labor and management practices in USA and Japan, learned about origami, saw Way of Tea Ceremony, did calisthenics, toured Botanical Garden (Mo. Botanical Garden, co-sponsor)
Mason ILC Middle School Nipher (Kirkwood)	Japanese Lifestyle (2) 90	110	9	ITT Continental Baking Co./Lincoln St. Louis	Compared labor and management practices in USA and Japan, learned about origami, saw Way of Tea Ceremony, did calisthenics, toured Botanical Garden (Mo. Botanical Garden, co-sponsor)

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>MIDDLE SCHOOLS - CONTINUED</u>					
Simmons Middle School Ritenour Middle School	History	20 30	6	MO Historical Society	Studied methods of historical research and the history of St. Louis region
Stevens Middle School Brentwood Junior High	Business/Banking	18 20	2	Brentwood Bank	Learned about banking procedures, toured bank
Stevens Middle School Holman (Pattonville)	Elections	27 25	3	Metro Bar Association	Studied election system
Stevens Middle School Nipher (Kirkwood)	Where Rivers Meet	28 23	4	MO Historical Society	Learned about Missouri history
Stevens Middle School Sperreng (Lindbergh)	Law Career Fair	30 30	2	Metro Bar Association	Learned about various careers in law
Stowe Middle School Koch (Riverview Gdn)	American History*	28 28	1	Young Audiences	Attended Folk Traditions performance and workshop
Turner Middle School Parkway South	Banking	35 35	6	Mercantile Bank	Studied various aspects of banking
Turner Middle School Parkway South	Muny Student Theatre	345 95	1	Muny Student Theatre	Attended performance, in addition to the Banking Program
Washington Middle School Brittany Woods (University City)	Law	30 30	3	Metro Bar Association	Toured Correction Center and City Courts
Washington Middle School Brittany Woods (University City)	History*	30 250	1	Muny Student Theatre	Attended "Waiting on the Levee" performance

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS		SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
		CITY	COUNTY			
MIDDLE SCHOOLS - CONTINUED						
Washington Middle School North Kirkwood	Where Rivers Meet	28	28	4	MO Historical Society	Learned about Missouri history
Webster Middle School Bayless Middle	Zoology	30	30	4	St. Louis Zoo	Studied zoology through lectures and observations at the zoo
Webster Middle School Jennings Junior	World of Work	15	15	2	McDonald's	Tour and presentation about careers and keeping jobs
Webster Middle School Jennings Junior	Banking	15	15	3	Landmark Bank/N. County	Learned about banking, bank services, bank careers
Williams Middle School Brittany Woods (University City)	Banking	26	24	3	Commerce Bank/U. City	Learned about banking services, banking careers, and toured the bank
Williams Middle School Brittany Woods (University City)	History*	26	248	1	Muny Student Theatre	Attended "Waiting on the Levee" performance
Williams Middle School Holman (Pattonville)	Sports Medicine	25	25	5	St. Louis University/ Univ. of MO-Columbia	Learned about various aspects of sports medicine, tours (KMOX-TV, co-sponsor)
Williams Middle School Parkway Central Junior	Archaeology	25	15	5	UMSL/Archaeology Survey	Worked in simulated dig, did surface survey, toured Cahokia
Woerner IGE Hoech (Ritenour)	History	31	32	6	MO Historical Society	Studied methods of historical research and the history of the St. Louis region
Woerner IGE Valley (Maplewood-Richmond Hgt.)	Zooconomy	27	24	8	UMSL/St. Louis Zoo	Studied science of zooconomy through lectures and observations
TOTALS		2,314	2,805	193		

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CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOL PROGRAMS</u>						
Arlington Elementary School Bayless Elementary	Science	30	25	4	St. Louis Science Ctr.	Studied Missouri, Earth, Solar System and Galaxy
Arlington Elementary School Chaney (Maplewood-Richmond Hgt)	Science	30	18	2	NASA	Had overview of NASA and heat shield demonstration
Arlington Elementary School Woerther (Rockwood)	Storytelling	26	24	3	Young Audiences	Learned language arts through storytelling sessions and festival
Baden Elementary School Bayless Elementary	Architecture	28	28	2	St. Louis County Parks	Studied and toured architectural structures
Baden Elementary School Crestwood (Lindbergh)	Drama*	30	28	1	Young Audiences	Learned about theater, mime, and masks
Baden Elementary School Crestwood (Lindbergh)	History	30	30	4	Jeff. Nat. Exp. Mem.	Studied westward expansion, toured Old Courthouse and Arch Museum
Baden Elementary School Gotsch (Affton)	Storytelling	25	23	2	Judy Young	Heard Ozark folktales and lecture on history and culture
Baden Elementary School Gotsch (Affton)	Storytelling	25	23	3	Judy Young	Heard Ozark folktales and lecture on history and culture and attended the Storytelling Festival
Baden Elementary School Gotsch (Affton)	Storytelling	25	23	2	Judy Young	Heard Ozark folktales and lecture on history and culture
Baden Elementary School Gotsch (Affton)	Storytelling	25	23	3	Judy Young	Heard Ozark folktales and lecture on history and culture and attended the Storytelling Festival

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Baden Elementary School Gotsch (Affton)	History I	25	23	3	Calvary & Bellefontaine Cemeteries	Studied St. Louis history through puppets and cemetery activities
Baden Elementary School Gotsch (Affton)	History II	25	23	3	Calvary & Bellefontaine Cemeteries	Studied St. Louis history through puppets and cemetery activities
Baden Elementary School Gotsch (Affton)	History III	25	23	3	Calvary & Bellefontaine Cemeteries	Studied St. Louis history through puppets and cemetery activities
Baden Elementary School Gotsch (Affton)	History IV	25	23	3	Calvary & Bellefontaine Cemeteries	Studied St. Louis history through puppets and cemetery activities
Blewett Middle School Bernard (Mehlville)	Zooconomy	30	25	8	UMSL	Studied science of zooconomy through lecture and observation
Bryan Hill Elementary School Chaney (Maplewood-Richmond Hgt)	Science	28	20	2	NASA	Had overview of NASA and heat shield demonstration
Bryan Hill Elementary School Chaney (Maplewood-Richmond Hgt)	Science	30	20	4	St. Louis Science Ctr.	Studied the individual's relationship to locale--Missouri, Earth, Solar System, Galaxy
Carr Lane Elementary School Bayless Elementary	Science	27	25	4	St. Louis Science Ctr.	Studied individual's relationship to locale - Missouri, Earth, Solar System, Galaxy
Carr Lane Elementary School Bowles (Rockwood)	African Culture	30	30	4	Taifa	Students saw Taifa, Stories from Around the World and attended Storytelling Festival
Carr Lane Elementary School Central (Wellston)	Zooconomy	29	20	8	UMSL/St. Louis Zoo	Learned about the economic resources of zoos, zoo decision-making process

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
ELEMENTARY SCHOOLS - CONTINUED					
Carr Lane Elementary School Chaney (Maplewood-Richmond Hgt)	Science	27 21	2	NASA	Had overview of NASA and heat shield demonstration
Carr Lane Elementary School Delmar-Harvard (Univ. City)	Art: Clay	28 26	3	Craft Alliance	Toured clay pits at Bussen Quarry, made and fired pinch pots, and used pottery wheel
Carr Lane Elementary School Ellisville (Rockwood)	African Culture	30 30	4	Taifa	Students saw Taifa, Stories from Around the World and attended Storytelling Festival
Carr Lane Elementary School Kellison (Rockwood)	Folklife (1)	34 25	4	MO Friends of Folk Art	Saw dance and craft performance and heard storytelling
Carr Lane Elementary School Kellison (Rockwood)	Folklife (2)	34 25	4	MO Friends of Folk Art	Saw dance and craft performance and heard storytelling
Carr Lane Elementary School North Glendale (Kirkwood)	Social Studies	28 35	5	St. Louis Orienteering Club	Learned map skills and practiced orienteering in parks
Carr Lane Elementary School North Glendale (Kirkwood)	Social Studies	28 35	5	St. Louis Orienteering Club	Learned map skills and practiced orienteering in parks
Carr Lane Elementary School Pierremont (Parkway)	Folklife	28 29	4	MO Friends of Folk Art	Saw dance and craft performances and heard storytelling
Carver Elementary School Pierremont (Parkway)	Library Project	30 29	2		Learned about card catalogue and reference books
Classical Junior Academy Brittany Woods (University City)	French I	35 35		MO Historical Society	Learned French history, language and puppetry
Classical Junior Academy Brittany Woods (University City)	French II	35 35	2	Young Audiences	Viewed film and musical performance that focused on French culture

COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
ELEMENTARY SCHOOLS - CONTINUED						
Classical Junior Academy Crestwood (Lindbergh)	Social Studies	19	29	4	Jeff. Natl. Exp. Mem.	Studied Westward Expansion; toured Old Courthouse and Arch
Classical Junior Academy Holman (Pattonville)	Architecture	20	12	3	Trivers & Associates	Architectural lecture, tour, Fox Theatre tour, tour of architects' offices (Wash. U. School of Architecture, co-sponsor)
Classical Junior Academy Holman (Pattonville)	Language Arts	13	15	3	MO Botanical Garden	Studied creative writing and illustration
Classical Junior Academy Holman (Pattonville)	Science/Art	13	15	3	MO Botanical Garden	Studied science/art at Garden
Classical Junior Academy Kennerly/Long (Lindbergh)	Archaeology	22	18	5	UMSI/Archaeology Survey	Worked on simulated dig, surface survey and toured Cahokia
Classical Junior Academy Pattonville Heights	Architecture	18	15	3	Trivers & Associates	Architectural lecture, tour of the Fox Theater, and tour of architects' offices (Wash. U. School of Architecture, co-sponsor)
Cook Branch Elementary School Flynn Park (University City)	Missouri History*	0	98	1	Young Audiences	Saw performance "Jazz Alive and Well"
Cook Branch Elementary School Flynn Park (University City)	Missouri History	29	27	4	Jeff. Natl. Exp. Mem.	Tour of Old Courthouse, and Museum of Westward Expansion at Arch
Cupples Elementary School Ireland (Ritenour)	Art: Clay	26	29	3	Craft Alliance	Made pinch pots, sanded and fired them

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Eliot Elementary School Chaney (Maplewood-Richmond Hgt)	Science	30	21	4	St. Louis Science Ctr.	Studied individual's relationship to Missouri, Earth, Solar System and Galaxy
Euclid-Montessori School Westchester (Kirkwood)	Puppet Magic	23	23	2	St. Louis Zoo/ Young Audiences	Learned about communication through the use of puppets, acting, and storytelling (Jeff. Natl. Exp. Mem., co-sponsor)
Farragut Elementary School Bayless Elementary	Science	30	25	4	St. Louis Science Ctr.	Learned about Missouri, the Earth, Solar System, and the Galaxy, and their relatedness
Farragut Elementary School Bierbaum (Mehlville)	Instrumental Music	30	58	5	St. Louis Symphony	Toured symphony hall, attended performances and lecture
Farragut Elementary School Bierbaum (Mehlville)	Instrumental Music	30	29	5	St. Louis Symphony	Toured symphony hall, attended performances and lecture
Farragut Elementary School McKelvey (Parkway)	History	32	28	4	Jeff. Natl. Exp. Mem.	Visited Old Courthouse, Arch--learned about 'Modes of Living'
Farragut Elementary School Pierremont (Parkway)	Musical History*	30	21	2	Young Audiences/ Black Music Assn.	Attended two musical history performances
Farragut Elementary School Westchester (Kirkwood)	Our Place in the Universe	30	25	4	St. Louis Science Ctr./ NASA	Learned about the individual's relationship to locale--Earth, Solar System, Galaxy; NASA overview
Gundlach Elementary School Chaney (Maplewood-Richmond Hgt)	Science	30	18	4	St. Louis Science Ctr.	Studied the universe and the galaxy
Harrison Elementary School Bayless Elementary	Storytelling*	27	28	1	UMSL/Jeff.Nat.Exp.Mem.	Attended Storytelling Festival
Harrison Elementary School Woerther (Rockwood)	Missouri History	27	29	5	Jeff. Natl. Exp. Mem.	Tour of Old Courthouse, Museum of Westward Expansion

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS		SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
		CITY	COUNTY			
ELEMENTARY SCHOOLS - CONTINUED						
Harrison Elementary School Gayless Elementary School	Storytelling*	26	29	1	UMSL/Jeff.Natl.Exp.Mem.	Attended Storytelling Festival
Harrison Elementary School Woerther (Rockwood)	Folklife	29	28	2	MO Friends of Folk Arts	Saw dance and craft performance
Harrison Elementary School Woerther (Rockwood)	Social Studies	27	28	6	MO Historical Society	Studied history through tours, exhibits and lectures
Harrison Elementary School Woerther (Rockwood)	Social Studies	28	29	6	MO Historical Society	Studied history through tours, exhibits and lectures
Harrison Elementary School Woerther (Rockwood)	Social Studies	28	29	4	Young Audiences	Studied history through tours, exhibits and lectures
Harrison Elementary School Woerther (Rockwood)	Missouri History	29	27	5	Jeff. Natl. Exp. Mem.	Tour of Old Courthouse, Museum of Westward Expansion and Ste. Genevieve, Missouri
Harrison Elementary School Woerther (Rockwood)	Folklife	27	28	2	MO Friends of Folk Arts	Attended performance, crafts demonstrations
Hempstead Elementary School Captain (Clayton)	Instrumental Music	29	45	6	St. Louis Symphony	Toured symphony hall, had docent session and attended three concerts
Hempstead Elementary School Glenridge (Clayton)	Instrumental Music	29	29	6	St. Louis Symphony	Toured symphony hall, had docent session and attended three concerts
Hempstead Elementary School Hancock School I (Hancock Place)	History	30	30	4	Jeff. Natl. Exp. Mem.	Tour of Old Courthouse and Museum of Westward Expansion
Hempstead Elementary School Hancock School I (Hancock Place)	Instrumental Music	32	46	5	St. Louis Symphony Orchestra	Toured symphony hall, had docent session and attended concerts

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS		SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
		CITY	COUNTY			
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Hempstead Branch Elementary Webster Groves Computer School	Storytelling*	52	50	1	Muny Student Theatre	Participated in storytelling presentation
Henry Elementary School Kellison (Rockwood)	Storytelling*	28	27	1	UMSL/Jeff.Natl.Exp.Mem.	Attended Storytelling Festival
Herzog Elementary School Valley Park Elementary	Our Place in the Universe	30	30	4	St. Louis Science Ctr.	Studied individual's relationship to locale--Missouri, Earth, Solar System, and Galaxy
Irving Elementary School Carrollton (Pattonville)	Black History	27	21	4	Jeff. Natl. Exp. Mem./ Young Audiences	Students saw Sparky Rucker, Debra Wicks, Concaribba and attended Storytelling Festival
Irving Elementary School Carrollton (Pattonville)	Black History	28	21	4	Jeff. Natl. Exp. Mem./ Young Audiences	Students saw Sparky Rucker, Debra Wicks Concaribba and attended Storytelling Festival
Irving Elementary School Ellisville (Rockwood)	Storytelling*	28	25	1	UMSL/Jeff.Natl.Exp.Mem.	Attended the Storytelling Festival
Irving Elementary School Ellisville (Rockwood)	Pioneer History	30	30	4	Jeff. Natl. Exp. Mem.	Students saw Underground Railroad, Sparky Rucker and toured historic St. Charles
Irving Elementary School Marvin (Ritenour)	Art	27	27	1	Craft Alliance	Students participated in stencilling project
Jackson Elementary School Delmar-Harvard (University City)	Storytelling*	13	28	1	UMSL/Jeff.Natl.Exp.Mem.	Attended Storytelling Festival

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
ELEMENTARY SCHOOLS - CONTINUED					
Jackson Elementary School Delmar-Harvard (University City)	Storytelling*	13 27	1	UMSL/Jeff.Natl.Exp.Mem.	Attended Storytelling Festival
Jackson Elementary School Gotsch (Affton)	Advertising	30 30	3	Cera Partnership	Studied advertising, prepared and presented projects
Jackson Elementary School Kennerly (Lindbergh)	Our Place in the Universe	30 25	6	St. Louis Science Ctr./NASA	Studied the universe and the galaxy, overview of NASA
Jefferson Elementary School Bierbaum (Mehlville)	Instrumental Music	30 29	6	St. Louis Symphony	Toured symphony hall, had docent session and attended three concerts
Jefferson Elementary School Bierbaum (Mehlville)	Instrumental Music	30 29	6	St. Louis Symphony	Toured symphony hall, had docent session and attended three concerts
Jefferson Elementary School Claymount (Parkway)	Educational/Library	35 35	2		Focused on library skills
Jefferson Elementary School Craig (Parkway)	Educational/Library	35 35	2		Focused on library skills
Jefferson Elementary School Delmar-Harvard (University City)	Drama	30 30	4	Young Audiences	Students discussed mask-making, parade techniques and mime
Jefferson Elementary School Delmar-Harvard (University City)	Drama*	150 150	2	Young Audiences	Saw performance of "Jazz Alive and Well" and "Theatre Mime"
Jefferson Elementary School Henry (Parkway)	Educational/Library	35 35	2		Focused on library skills

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS		SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
		CITY	COUNTY			
<u>ELEMENTARY SCHOOLS-CONTINUED</u>						
Jefferson Elementary School Holman SEE (Pattonville)	Archaeology	32	32	5	UMSL Archaeology Survey	Worked at simulated dig, did surface survey and visited Cahokia
Lexington Elementary School Craig (Parkway)	Our Place in the Universe	35	23	6	St. Louis Science Ctr./ NASA	Studied the universe and the galaxy, overview of NASA
Lexington Elementary School Hancock I (Hancock Place)	Social Studies	28	30	4	Jeff. Natl. Exp. Mem.	Toured Old Courthouse and Museum of Westward Expansion
Lowell Elementary School Mason Ridge (Parkway)	Storytelling*	90	30	1	Taifa	Heard Appalachian folk tales and and saw Taifa performance
Lowell Elementary School Mason Ridge (Parkway)	Storytelling	23	30	3	Taifa	Students heard Appalachian tales, saw Taifa and attended Storytelling Festival
Lyon ABI Elementary School Reed (Ladue)	Storytelling Festival	36	45	2	Jeff. Natl. Exp. Mem.	Students learned about Missouri history and storytelling skills
Marshall Elementary School Delmar-Harvard (University City)	Art	30	30	2	Arts and Humanities Committee	Constructed masks, learned parading techniques and marched in a parade

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS CITY	COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Meramec Elementary School Crestwood (Lindbergh)	Our Place in the Universe	26	25	6	St. Louis Science Ctr./ NASA	Studied the universe, galaxy, given an overview of NASA and a heat shield demonstration
Meramec Elementary School Delmar-Harvard (University City)	Art	30	29	1	St. John's Epis. Church/ London Brass Rubbings	Saw a collection of brass rubbings from England and did a brass rubbing
Meramec Elementary School Meramec (Clayton)	Storytelling	30	48	2	MUNY Student Theater/ Young Audiences	Attended Marco Polo performance and storytelling session
Peabody Elementary School Steger (Webster Groves)	Science	28	28	3	Washington University/ Tyson Research Center	Studied weather, waterways, wolves and raptors
Peabody Elementary School Wydawn (Clayton)	Science/ Wildlife	25	24	3	Washington University/ Tyson Research Center	Learned about bird-banding and Missouri waterways
Scullin Elementary School Walnut Grove (Ferguson-Florissant)	Science	23	23	7	Washington University/ Tyson Research Center	Learned about Missouri waterways, bird life and geology

CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF CITY	STUDENTS COUNTY	SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
<u>ELEMENTARY SCHOOLS - CONTINUED</u>						
Shenandoah Elementary School Crestwood/Sappington (Lindbergh)	Archaeology	28	12	5	UMSL Archaeology Survey	Worked at simulated dig, did surface survey and visited Cahokia
Shepard Elementary School Bayless Middle	Storytelling*	24	28	1	UMSL/Jeff.Natl.Exp. Mem.	Attended Storytelling Festival
Shepard Elementary School Woerther (Rockwood)	Missouri History	30	30	6	Jeff. Natl. Exp. Mem.	Learned about Missouri history through presentations, tours and storytelling
Stix ILC Elementary School Captain (Clayton)	Bird Appreciation	24	20	10	Busch Wildlife/ Young Audiences	Studied birds and constructed bird houses (Washington University/Tyson, co-sponsor)
Walbridge Elementary School Briar Crest (Pattonville)	Science	23	26	4	St. Louis Orienteering Club	Learned map skills, practiced orienteering in parks
Walbridge Elementary School Briar Crest (Pattonville)	Science	22	26	4	St. Louis Orienteering Club	Learned map skills, practiced orienteering in parks
Walbridge Elementary School Iveland (Ritenour)	Art	15	15	2	Arts and Humanities Commission	Constructed masks, learned parading techniques and marched in a parade
Walbridge Elementary School Lewis & Clark (Riverview Gdns.)	Our Place in the Universe	29	25	6	St. Louis Science Center/NASA	Studied Earth and galaxy, overview of NASA, heat shield demonstration given
Walnut Park Elementary School Delmar-Harvard (University City)	Science	32	28	4	Washington University/ Tyson Research Center	Studied weather, pond ecology, and wolves

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CITY-COUNTY SCHOOL PARTNERSHIP PROGRAMS, 1984-1985 School Year

NAME OF SCHOOL	SUBJECT AREA	NO. OF STUDENTS		SESSIONS	SPONSORING INSTITUTION	PROGRAM DESCRIPTION
		CITY	COUNTY			
<u>ELEMENTARY SCHOOL - CONTINUED</u>						
Woerner IGE Elementary School	Storytelling*	24	27	1	UMSL/Jeff.Natl.Exp.Mem.	Attended Storytelling Festival
Delmar-Harvard (University City)						
	TOTALS	3,046	3,031	366		



Springboard to Learning

May 14, 1985

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St. Louis, Missouri 63103
(314) 652-3559

Information for Year-End Report Voluntary Interdistrict Coordinating Council

Springboard to Learning offered a wide variety of programs in schools during the 1984-85 school year. In the first semester, 84 city schools and five county schools held 13-week Springboard programs. In the second semester, 82 city elementary and middle schools and eight county schools held Springboard programs. Of these, nine pairs of schools were involved in special city/county matched programs.

Details on City/County Activities

Valley Park/Carr Lane/Academy of Basic Instruction at Lyon

This program matched 187 fourth and fifth grade classrooms in the study of The Global Village. Students were paired as pen pals and met for a day of interaction at Lindenwood College.

Gotsch (Affton)/Baden (St. Louis)

This program matched 194 fourth and fifth grade students in the study of Puppetry. Students were paired as pen pals. In addition to meeting for a day of activities at Lindenwood College, these students participated as pen pals in several other activities through the School Partnership Program.

Long (Lindbergh)/Hamilton (St. Louis)

This program matched 224 fourth and fifth grade classrooms in the Language Arts program entitled "Patterns of Thinking." Students were paired as pen pals. They met at CASA-Midtown for a day of interaction with their pen pal and performances and language arts exercises shared through the director of Metro Theatre Circus.

North Middle (Kirkwood)/Ford (St. Louis)

This activity matched 197 seventh grade classrooms in the study of The Global Village. Students were paired as pen pals and met at Greensfelder Park for a program under the direction of the SL/EAP staff. In addition, 42 Ford students went to North Middle to see a program provided through Springboard involving the Raptor Reserve on May 7. Students stayed after the program and socialized with their pen pals for 45 minutes.

Nipher Middle (Kirkwood)/Investigative Learning Center at Mason (St. Louis)

This activity paired 205 seventh grade students in the study of "Folk Tales Around the World." Pen pals met at Lindenwood College for a day of activities. This pairing continued a teacher pairing between these two schools initiated in the 1983-84 school year.

Wyland (Ritenour)/Classical Jr. Academy (St. Louis)

This program matched 172 fifth graders in the study of "Life in Israel." Students were paired as pen pals and were taken for a day of activities at the JCCA.

Through private funding, we provided the following city/county projects:

Hancock II and III/Clark

A total of 404 fourth and fifth graders were involved in the study of Global Connections. Each of the four pairs of city/county classrooms and their teachers went for an overnight experience at Babler State Park under the direction of SL/EAP. The curriculum was designed to help the pen pals interact and to continue the Springboard educational theme.

Galactic Gifted Center at McCurdy (Hazelwood)/Cupples (St. Louis)

Two hundred, twenty-two (222) fourth and fifth grade pupils were matched for a study of dance. A trip was planned to SIU/Edwardsville for a dance program with MAD/Co. At a later date the students who had been paired as pen pals were able to see video tapes of one another.

APPENDIX E

PROCEDURES TO ASSIST STUDENTS WHO WISH
TO WITHDRAW FROM THE INTERDISTRICT TRANSFER PROGRAM



VOLUNTARY INTERDISTRICT
COORDINATING
COUNCIL

October 30, 1984

FROM: Susan Uchitelle

TO: Contact Persons

RE: Withdrawal Procedures

Susan Uchitelle

In an effort to retain as many students as possible in the Voluntary Transfer Program we are asking that the following procedures be followed before allowing a student to withdraw from your district.

I. Building Level

- A. Hold a conference with parent, student, teacher, counselor, and/or administrator to determine the nature of the student's difficulties or parent's concerns, once recognized.
- B. Decide on an intervention strategy such as a parent-student-principal contract, reward system, phone call to transportation, counselor intervention, group guidance, etc. VICC staff is available to help in this area.
- C. Implement and document intervention. Conferences with any significant persons involved should be documented.

II. District Level (Contact Person or Other)

- A. Be aware of problems involving Voluntary Transfer students.
- B. Offer assistance to building staff for conferences and intervention if necessary.
- C. Participate in or be aware of withdrawal conference with student and parent if the intervention is deemed unsuccessful.

Contact Persons
October 30, 1984
Page Two

Principals will be the key persons to implement this procedure, and their cooperation will be vital. We are hoping you will be able to encourage them to help.

With the information obtained from the revised withdrawal form we hope to be able to make improvements in the Voluntary Transfer Program that will benefit students, parents and educators.

SU/rms

Enclosures